NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: IRVINGTON PUBLIC SCHOOLS	School: Thurgood Marshall Elementary School
Chief School Administrator: DR. NEELEY HACKETT	Address: 141-181 Montgomery Avenue
Chief School Administrator's E-mail: nhackett@irvington.k12.nj.us	Grade Levels: Pre-K to 5
Title I Contact: Eileen Walton	Principal: Wanda P.P.Warren
Title I Contact E-mail: ewalton@irvington.k12.nj.us	Principal's E-mail:wwarren@irvington.k12.nj.us
Title I Contact Phone Number(973) 399-6800 ext. 1673	Principal's Phone Number:(973)399-6800 EXT. 2203

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Wanda P.P. Warren

_____ _____ July 11, 2015_____

Principal's Name (Print) **Principal's Signature** **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held ____10_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 100,176.90, which comprised 2.91 % of the school's budget in 2014-2015.
- State/local funds to support the school will be $_____, which will comprise _____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
English/Math Enrichment Program with concentration on Math and ELA 6 teachers(Math and ELA) Grades 3-5, 6 teachers x 1hr/day x 27 days x 37.00/hr. October 2015-May 18, 2016.	1/Student Performance Results in ELA : Students need academic support to reach proficiency/advanced proficiency levels on the PARCC. The standardized test scores reveal major deficiencies in English Language Arts 4/Professional Development needed for staff in Research-Based Strategies and Best Practices: Based	• Vocabulary Development • Guided Reading • Progressive Writing Folders • Differentiated Instruction • Independent Reading • Shared Reading and Writing • Project Based Learning Phonemic Awareness,	20-T15-100-100 20-T15-200-200	$ 5994.00 $ 458.61

	on classroom snapshots, site visits, and walkthroughs, the teaching staff needs support in further developing instructional strategies that are proven to be effective with the intervention of struggling students.	Vocabulary, Phonics, • Fluency, Comprehension		
	2/**Student Performance Results in Math : Students need academic support to reach proficiency/advanced proficiency on the PARCC. The standardized test scores reveal major deficiencies in Math.** **4/ Professional Development needed for staff in Research-Based Strategies and Best Practices: Based on classroom snapshots, site visits, and walkthroughs, the teaching staff needs support in further developing**	• Problem Solving • Math Games • Peer Assisted Learning • Cooperative Learning • Direct Instruction • Manipulative usage (My Math) Independent Practice		

	instructional strategies that are proven to be effective with the intervention of struggling students.			
Libraries K-5 6 sets@ 1,200.00 each	1/Student Performance Results in ELA : Students need academic support to reach proficiency/advanced proficiency levels on the PARCC. The standardized test scores reveal major deficiencies in English Language Arts 4/Professional Development needed for staff in Research-Based Strategies and Best Practices: Based on classroom snapshots, site visits, and walkthroughs, the teaching staff needs support in further developing instructional strategies that are proven to be effective with the intervention of struggling students.		100-600	$7,200.00
Field Trips 2 to 3 per class(Examples) Buehler Challenger and Science Center	1,2,4, **1/Student Performance Results**	• Problem Solving • Math Games	20-T15-100-800 Admission	$ 2,070.65

Historic Crystal Cave Living in Space-Operation Space Field Station Dinosaurs World of Wings Science-Liberty Science Center Robert J. Novins Planetarium NJ State Museum and Planetarium Pump It Up-Autistic Students Medieval Times (grades 4/ 5) New Jersey Performing Arts New York Performances(Lion King) Center/Performances(grades 4/ 5) Montclair State University/Performances William Paterson/Autistic Students Imagine That Green Meadows Farm (Pre-k through 1) Bronx Zoo (grades 2&3)) Grounds for Sculpture (grades 4 & 5) Paper Mill Playhouse Liberty Science Center New Brunswick Theatre Camden Aquarium	**<u>in ELA</u> : Students need academic support to reach proficiency/advanced proficiency levels on the PARCC. The standardized test scores reveal major deficiencies in English Language Arts** **<u>2/Student Performance Results in Math</u> : Students need academic support to reach proficiency/advanced proficiency on the PARCC. The standardized test scores reveal major deficiencies in Math.** **4/ <u>Professional Development needed for staff in Research-Based Strategies and Best Practices:</u> Based on classroom snapshots, site visits, and walkthroughs, the teaching staff needs support in further**	• Peer Assisted Learning • Cooperative Learning • Direct Instruction • Manipulative usage (My Math) Independent Practice • Vocabulary Development • Guided Reading • Progressive Writing Folders • Differentiated Instruction • Independent Reading • Shared Reading and Writing • Project Based Learning Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension	20-T15-200-500 Transportation	$3,000.00

	developing instructional strategies that are proven to be effective with the intervention of struggling students.			
School Climate and Culture Club (2 advisors x 1 hr./month x 9 months) Incentives	1,2,4 **<u>Student Performance Results in Math</u>: Students need academic support to reach proficiency/advanced proficiency on the PARCC The standardized test scores reveal major deficiencies in Math.**	Same strategies as above	20-T15-100-100 20-T15-200-200 20-T15-200-600 20-T15-200-500	$ 666.00 $ 50.95
1- Yearly Honor Roll Award Breakfast For all marking periods 1- Evening Award Banquet for 5th graders	1, /**<u>Student Performance Results in ELA</u>: Students need academic support to reach proficiency/advanced proficiency levels on the NJ ASK. The standardized test scores reveal major deficiencies in English Language Arts** **<u>2/Student</u>**		20-T15-200-500 20-T15-200-500	$1,000.00 $ 1,000.00

	Performance Results in Math : Students need academic support to reach proficiency/advanced proficiency on the NJASK. The standardized test scores reveal major deficiencies in Math.			
Homework Club (2 advisors) Oct 2015-May 18, 2016 2 teachers x 1hr/dayx75 daysx$37.00	1,/ **Student Performance Results in ELA : Students need academic support to reach proficiency/advanced proficiency levels on the PARCC. The standardized test scores reveal major deficiencies in English Language Arts** **2/Student Performance Results in Math : Students need academic support to reach proficiency/advanced proficiency on the PARCC. The standardized test scores reveal major deficiencies in Math.**	• Problem Solving • Math Games • Peer Assisted Learning • Cooperative Learning • Direct Instruction • Manipulative usage (My Math) • Problem of the Day • My Math E-assessment • Guided Practice • Independent Practice Vocabulary Development • Guided Reading • Progressive Writing	20-T15-100-100 20-T15-200-200	$ 5,550.00 $ 520.81

		Folders • Differentiated Instruction • Independent Reading • Shared Reading and Writing • Project Based Learning Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension		
Professional Development	4/ <u>Professional Development needed for staff in Research-Based Strategies and Best Practices:</u> Based on classroom snapshots, site visits, and walkthroughs, the teaching staff needs support in further developing instructional strategies that are proven to be effective with the intervention of struggling students.	• Problem Solving • Math Games • Peer Assisted Learning • Cooperative Learning • Direct Instruction • Manipulative usage (My Math) • Problem of the Day • My Math E-assessment • Guided Practice • Independent	20-T15-100-500	$ 1,258.00

		Practice • Guided Practice • Independent Practice Vocabulary Development • Guided Reading • Progressive Writing Folders • Differentiated Instruction • Independent Reading • Shared Reading and Writing • Project Based Learning Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension		
Band (Clubs), Before/After-school (1 Director).		• Problem Solving • Independent Practice • Peer Assisted Learning • Differentiated Instruction	20-T15-200-100 20-T15-200-200	$ 3,700.00 $ 283.05

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary**.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Wanda Warren	Principal	Yes	Yes	Yes	
Chevalier Bookhart	Teacher	Yes	No	Yes	
Belinda Perry	Teacher	Yes	Yes	Yes	
Dachi Sampeur	School Guidance Counselor	Yes	Yes	Yes	
Barbara Whitaker	Teacher	Yes	Yes	Yes	
Catherine Pierre	School Secretary	Yes	Yes	No	
Cindy Clark	Parent Coordinator	Yes	Yes	Yes	
Michael D'Argenio	Teacher	Yes	Yes	Yes	
SkyKennia McCreary	Teacher	Yes	Yes	Yes	
Regina Brown	Parent	No	No	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
September 2014	Conference Room	2013 Program Evaluation	X		X	**No**
November 21, 2014	Conference Room	Needs Assessment	X		X	
December, 2014	Conference Room	Plan Development	X		X	
January ,2015	Conference Room	Plan Development	X		X	
February, 2015	Conference Room	Plan Development	X		X	
March 3, 2015	Conference Room	2014 Data Review Discussion	X		X	
March, 2015	Conference Room	Plan Development	X		X	
April, 2015	Conference Room	Programs needed	X		X	
June 30, 2015	Telephone Conference	Budget and Program funding	X		X	
June 30, 2015	Conference Room	Revisions	X		X	

***Add rows as necessary**.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	It is our goal that every student will be able to achieve high academic standards, be socially responsible, and make independent decisions. Thurgood Marshall staff will work together, to provide a rigorous educational program that emphasizes academic success. We will aggressively prepare our students for a better future, and will not accept any excuses in the pursuit of excellence.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes, the program was implemented as planned; there were District-wide initiatives such as My Math, Read 180, and Systems 44 which were implemented the prior year. "Reading Wonders was implemented for grades K-3, during the 2014-2015 school year. Professional development was needed in the 2014-2015 school year to implement the program with greater fidelity in grades K-3

2. What were the strengths of the implementation process? The strengths of the implementation process were the focus on student achievement and working collaboratively through grade level meetings. We also were consistent in using data to drive instruction. Each new initiative offered a technological aspect for support.

3. What implementation challenges and barriers did the school encounter? ? During the 2014-2015 school year there were some barriers such as teacher absence for professional development, and the implementation of the after-school program. In the 2014-2015 school year, the only barrier we faced was trying to incorporate technology usage in grades K-1, which enhanced the learning experience, and made a visual connection to the reading and math. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

STRENGTHS

- The implementation of state and district grade level assessments

- ELA text aligned to the Common Core State Standards
- Sufficient supplies and resources
- Professional Development for all Staff, for each new initiative (i.e. My Math, Read 180, Reading Wonders, Guided Reading, etc.)
- Central office support and guidance (Supervisors)
- Collaborative grade level approach
- Positive perceptions and support from the staff
- On Course Lesson Planning (encouraged teacher collaboration and the designing of coherent lessons and instruction)

WEAKNESSES

- Student attendance for the Extended School Day programs
- Lack of differentiated instruction within the classroom
- Inconsistency with student engaged learning activities
- Transient student population
- Teachers implementing the skills and knowledge gained from vast Professional Development.
- Implementing the language of the PARCC and the skills needed for the test.

4. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

    - **Shared goals, vision and objectives,**
    - Common Planning and Grade Level Meetings (time built into the schedule)
    - Bi-weekly Faculty Meetings
    - Data Team sharing and disaggregating of data with all stakeholders
    - Differentiated Professional Development for staff
    - Support and resources from Central Office

5. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

    - **Some were apprehensive of the implementation process, because they were not quite sure of the required technology component.**
    - Most of the staff embraced opportunities to share and work collaboratively

- Many staff members were supportive after the initial implementation phase
- Understood that change is inevitable in order to improve student academic achievement
- The tools used to measure the teacher's perceptions were: surveys, notes on meetings, teacher feedback, and individual meetings held with each grade level.

6. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

- Parents expressed interest through surveys and parent time tutorial programs to help their children's academic performance
- Parents support the effort to improve student achievement
- Tools that were used to analyze the parent's perception were surveys, parental dialogue during coffee hour with the Parent Coordinator, and actual visitation to their child's classroom, and actually seeing how the programs are implemented

7. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

- Small Group Sessions
- One on One
- Grade Level Meetings
- Faculty Meetings
- Email
- Data team meetings
- PTA Meetings
- Parent Conversation Hour

8. How did the school structure the interventions?

- I&RS Process
- Conferences with parents/guardians

- Conferences with students
- Collaboration of staff to identify and address students' individual needs
- Identification of various programs that would meet the needs of the student population.
- Differentiated Instruction
- Positive Behavior Support in Schools (PBSIS)
- Collaboration with the Guidance Counselor and Health and Social Services Coordinator (HSSC)
- Individual Student Plans
- Individual Educational Plans
- Referrals to outside agencies
- Professional Development
- Collaboration with Content Area Supervisors
- Collaboration with Central Office
- School wide accommodations for students with disabilities

9. How frequently did students receive instructional interventions?

- Daily
- As delineated by needs assessment and I&RS
- As defined by IEPs
- Students received instructional interventions as often as necessary.
- Before and After-school tutorial programs
- Students with disabilities received additional instructional intervention as outlined in their IEP

10. What technologies did the school use to support the program?

- Smartboard and Responders
- My Math E-Assessment
- Read 180
- Reading Wonders
- IPAD

- Chromebook
- Computer Programs; (Websites-e.g., Scholastics, Star falls, Learn zillion, Measuring Up, etc.)
- School and District Web Page
- Google Docs
- Power School
- On Course Lesson Planning
- Email
- School Messenger System (keep parents informed)

11. Did the technology contribute to the success of the program and, if so, how?

Technology was an integral part of the program. All of the classrooms with the exception of Room 205, from kindergarten to grade 5 have Smartboards. Lesson plans are designed with the application of interactive Smartboard activities for students. The interactive Smartboard activities help students utilize the various learning styles by providing visuals and hands-on exercises. Technology also helps with time management by providing information in a neatly packaged manner. The newly implemented programs, Read 180, MyMath, and Reading Wonders requires that technology is integrated to ensure effective usage of the programs.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** **or** ***did not*** **result in proficiency (Be specific for each intervention).**
Grade 4	30		PARCC afterschool tutorial Guided Reading Differentiated Instruction Classroom Centers Independent Reading Practice PARCC Simulation Tests Computer Websites Read 180/Systems 44 Saturday Academy Program Read Aloud On Course Lesson Planning Feedback Put Reading First(Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) Departmentalization grades 3 through 5 Least Restrictive Environment Weekly Professional Development for teachers	In order to improve student performance in English Language Arts, teachers attended workshops and received professional development, which focused on different types of programs, and strategies that could better align their instruction to the areas of deficiency. The focus was on the alignment of the Common Core Standards with instructional practices. The current ELA series Reading Wonders) was primarily utilized to teach ELA. These texts are dated and are aligned with the Common Core Standards. All classrooms contain libraries with a minimum of 200 books. Kindergarten to grade 5 libraries are also aligned to the CCSS. The purpose of the libraries is to encourage students to develop a fondness for reading independently. It was also beneficial as they attempted to make text-to-text, text to self, and text to world connections. Benchmark assessments such as district assessments and SRIs revealed student growth attributed to student grouping and intervention strategies that teachers used in the following areas: differentiated instruction, guided reading, and a focus on specific Student Learning Objectives (SLOs). Pacing guides provided by the Office of Curriculum and Instruction were also instrumental in the designing and planning of lessons.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Grade 5	31		PARCC afterschool tutorial Guided Reading Differentiated Instruction Classroom Centers Independent Reading Practice PARCC Simulation Tests Computer Websites Read 180/Systems 44 Saturday Academy Program Read Aloud On Course Lesson Planning Feedback Put Reading First(Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) Departmentalization grades 3 through 5 Least Restrictive Environment Weekly Professional Development for teachers	In order to improve student performance in English Language Arts, teachers attended workshops and received professional development, which focused on different types of programs, and strategies that could better align their instruction to the areas of deficiency. The focus was on the alignment of the Common Core Standards with instructional practices. The current ELA series Reading Wonders) was primarily utilized to teach ELA. These texts are dated and are aligned with the Common Core Standards. All classrooms contain libraries with a minimum of 200 books. Kindergartens to grade 5 libraries are also aligned to the CCSS. The purpose of the libraries is to encourage students to develop a fondness for reading independently. It was also beneficial as they attempted to make text-to-text, text to self, and text to world connections. Benchmark assessments such as district assessments and SRIs revealed student growth attributed to student grouping and intervention strategies that teachers used in the following areas: differentiated instruction, guided reading, and a focus on specific Student Learning Objectives (SLOs). Pacing guides provided by the Office of Curriculum and Instruction were also instrumental in the designing and planning of lessons
Grade 6				
Grade 7				
Grade 8				
Grade 11				

Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 4	30		Differentiated Instruction Math Journals Learning Centers Infusion of Technology in instruction Practice PARCC Simulation Tests Interventions and Manipulative from My Math Series On Course Lesson Planning My Math E-Assessments Problem of the Day Departmentalization grades 3 through 5 Least Restrictive Environment Weekly Professional Development for teachers	Curriculum initiatives were implemented in the beginning of the year; therefore, we are anticipating a greater impact on the 2014-2015 scores once teachers and students have an opportunity to work with the programs For Mathematics, teachers provided students with meaningful practice as opposed to repetition of solving the same problems with different numbers. Workshops were provided in identifying the skills and concepts to focus on per grade level. The district's adaptation of the My Math series was also extremely instrumental in the improvement of student performance. The series is aligned to the Common Core Standards. Professional development regarding its implementation was ongoing and productive. Additionally, the series contained a technology component, which provided online assessments and gave students easy access to practice math at home. GradesK-5 has an uninterrupted double math period, which afforded teachers the time to explore the depth of each skill. Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons, which encouraged differentiation of instruction and

				the implementation of rigor.
Grade 5	18		Differentiated Instruction Math Journals Learning Centers Infusion of Technology in instruction Practice PARCC Simulation Tests Interventions and Manipulative from My Math Series On Course Lesson Planning My Math E-Assessments Problem of the Day Departmentalization grades 3 through 5 Least Restrictive Environment Weekly Professional Development for teachers	Curriculum initiatives were implemented in the middle of the year; therefore, we are anticipating a greater impact on the 2014-2015 scores once teachers and students have an opportunity to work with the programs For Mathematics, teachers provided students with meaningful practice as opposed to repetition of solving the same problems with different numbers. Workshops were provided in identifying the skills and concepts to focus on per grade level. The district's adaptation of the My Math series was also extremely instrumental in the improvement of student performance. The series is aligned to the Common Core Standards. Professional development regarding its implementation was ongoing and productive. Additionally, the series contained a technology component, which provided online assessments and gave students easy access to practice math at home. Grades K-5 has an uninterrupted double math period,

				which afforded teachers the time to explore the depth of each skill. Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons, which encouraged differentiation of instruction and the implementation of rigor.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance

Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions ***did*** **or** ***did not*** **result in proficiency (Be specific for each intervention).**
Pre-Kindergarten	6	0	* PIRT Team address of needs and retesting in ESI-R *Referral to outside agencies for services	After retesting, some students met the benchmark criteria. Other students were placed on an observation log by their teacher and master teacher. Students who did not met the benchmark teachers were given classroom

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

				support .
Kindergarten	15	0	* Primary Literacy: to improve reading and writing for all children required engagement both in and out of the classroom Reading Wonders: provided an engaging and interactive way for all students to develop mastery of basic reading skills they are learning through the core curriculum * Teachers followed the Unit Pacing guides (provided by the district) which were used to guide instruction *The focus is on Put Reading First which is an ELA initiative that is aligned to the Common Core Standards and is focused on Comprehension, Phonics, Phonemic Awareness, Vocabulary and students' ability to read fluently * ELA Cycle tests Benchmark testing to assess student's performance level * Guided Reading: to meet the varying instructional needs of all the students in the classroom, enabling them to greatly expand their reading powers. * Differentiated Instruction by offering different learning experiences in regard to students varied needs * Learning Centers: ways to set up classroom for various activities * Portfolios: to demonstrate students' accomplishments to showcase their competencies, and to collect exemplars and samples of student work. * Writing Projects: to demonstrate cognitive skills and put them into application	Reading comprehension and reading with fluency remain areas of concern. Students' inability to decode grade level appropriate words also remains a major concern. Student mobility and learning disabilities are factors in the lack of academic achievement at this age. The teachers have to also be consistent with providing rigor.

			* Reading is Fundamental; book distribution program: incentive program to encourage students to read daily * Reading incentive programs: to motivate students to read daily * Independent Reading Projects: demonstrate ability to reflect on self * District sponsored essay contests: assessing students writing performance through competition * Read Aloud	
Grade 1	12	10	* Primary Literacy: to improve reading and writing for all children would require engagement both in and out of the classroom * Teachers used supplemental resource to provide an engaging and interactive way for all students to develop mastery of basic reading skills they are learning through their core curriculum * Teachers followed the Unit Pacing guides (provided by the district) which will be used to guide instruction *Put Reading First which is an ELA initiative that is aligned to the Common Core Standards and is focused on Comprehension, Phonics, Phonemic Awareness, Vocabulary and students' ability to read fluently * Running Records: In class teacher student collaboration on student's learning performance	
Grade 2	4	3	* Primary Literacy: to improve reading and writing for all children would require engagement both in and out of the classroom *2014-2015 Teachers used supplemental	

			resource to provide an engaging and interactive way for all students to develop mastery of basic reading skills they are learning through their core curriculum Reading Wonders 2013-2014 Reading Wonders, was implemented, and is aligned to the Common Core State Standards, This is a researched based reading program. * Supplemental materials will be used to with monthly and quarterly assessments to determine how students are progressing * Teachers followed the Unit Pacing guides (provided by the district) which will be used to guide instruction *The focus is on Put Reading First which is an ELA initiative that is aligned to the Common Core Standards and is focused on Comprehension, Phonics, Phonemic Awareness, Vocabulary and students' ability to read fluently * ELA Cycle Tests Benchmark testing to assess student's performance level * Guided Reading: to meet the varying instructional needs of all the students in the classroom, enabling them to greatly expand their reading powers. * Differentiated Instruction involves offering different learning experiences in regard to students varied needs * Learning Centers: ways to set up classroom for various activities * Portfolios: to demonstrate students' accomplishments to showcase their	

			competencies, and to collect samples of work. * Reading is Fundamental book distribution program: incentive program to encourage students to read daily * Reading incentive programs: to motivate students to read daily * Independent Reading Projects: demonstrate ability to reflect on self and make text to text, text to world, and text to self-connections * District sponsored essay contests: assessing students writing performance through competition * ECEA sponsored essay contest: District sponsored essay contests: assessing students writing performance through competition across the grade levels * Read Aloud	
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided ***did*** **or** ***did not*** **result in proficiency (Be specific for each intervention).**
Pre-Kindergarten	0	0	Math work samplings to demonstrate student competencies and to showcase their work. Implementation of My Math 2014-2015	Students receive multiple opportunities to achieve success. Work sampling is completed to monitor and document student progress. Work sampling demonstrates evidence of mathematics skills, vocabulary and students' ability to relate math to "real life" experience. Learning centers/labs are conducive to independent exploration, language, experiences, and discovery. One hundred percent of

				the pre-school students demonstrated a readiness for kindergarten**.**
Kindergarten	9	0	Math Portfolios: to demonstrate students' accomplishments to showcase their competencies, and to collect samples of work. * Journals: to develop writing skills through daily practice. * Differentiated Instruction involves offering different learning experiences in regard to student's varied needs. * Learning Centers implemented to set up classroom for various activities and small group instruction. * In class practice packets are used to ensure effective use of existing resources, stronger emphasis on learning materials. * Math Night: to demonstrate math skills through games and competition among students and families. * District Math Cycle Tests: to assess students' performance. * District Benchmark Assessments and pacing guides to assist with the designing of coherent instruction that will positively influence student academic performance * Manipulative provided by the My Math Series *Read Aloud *Problem of the Day *Math Games	Student mobility and learning disabilities are factors in the lack of academic achievement at this age. The teachers have to also be consistent with providing rigor. The implementation of MyMath along with interactive activities on the Smartboard helped improve the proficiency of the students in counting, adding, subtracting, measuring and solving word problems while also identifying shapes.
Grade 1	6	6	Math Portfolios: to demonstrate students' accomplishments to showcase their competencies, and to collect samples of	The intervention resulted in considerable proficiency on unit, benchmark, cycle, and teacher created assessments due to the fact that teachers

			work. * Math Journals: to develop writing skills through daily practice * Differentiated Instruction: offering different learning experiences in regard to students' varied needs. * Learning Centers implemented to set up classroom for various activities and small group instruction. * In class practice packets are used to ensure effective use of existing resources, stronger emphasis on learning materials * Math Night Activities: to demonstrate math skills through games and competition among students and families. * District Math Cycle Tests: to assess students' performance * District Benchmark Assessments and pacing guides to assist with the designing of coherent instruction that will positively influence student academic performance * The district's adaptation of the new My Math Series which is both teacher and student friendly Saturday Tutorial Program	received meaningful and continuous professional development in the My Math program that was implemented by the district. The program was implemented with fidelity because the district obtained "buy in" from the staff. My Math was also aligned with the Common Core Standards and encouraged rigorous and differentiated instruction. The program was also teacher and student friendly and came with a plethora of manipulatives and other supplementary resources.
Grade 2	5	0	Math Portfolios: to demonstrate students' accomplishments to showcase their competencies, and to collect samples of work. * Math Journals: to develop writing skills through daily practice * Differentiated Instruction involves offering different learning experiences in regard to students' varied needs.	Scholastic Math Inventory indicates that in September 2012, 82% of our second grade students were Below Basic in Math. In June 2013 the data revealed that 45% of our second grade students were Below Basic. Progress has been made. We will continue to implement MyMath and E-assessments while employing the strategies and implementing the interventions of the program. Although we did not have standardized testing for

			* Learning Centers implemented to set up classroom for various activities and small group instruction. * In class practice packets are used to ensure effective use of existing resources, stronger emphasis on learning materials * 100th Day of School: one of the strategies to improve math skills * Monthly math packets based on data analysis: reinforcement for all students who need to improve math skills	grade 2, three students failed grade 2 Mathematics.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	• Vocabulary Development • Guided Reading • Progressive Writing Folders • Differentiated Instruction • Independent Reading • Shared Reading and Writing • Project Based Learning • Put Reading First(Reading, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) • Read 180 • System 44 • Reading Wonders • Essay Contest Reading Is Fundamental	Yes	• Benchmark Results From Assessments • Student Achievement Data such as Grade Distribution Report • Reading assessments • Bulletin Boards Displays of Student Work with Feedback • Informal and Formal Writing Assessments (Progressive Writing) • Literacy, portfolios and journals	Approximately 75% of students from grades 1-5 increased their instructional reading level from fall to spring. Data from unit ELA assessments also showed student growth in ELA reading and writing. In 2013 School wide No Advance proficient, 29% proficient, 71% partially proficient. **In 2014 27.36% of third grade students were partially proficient, 5.13% were proficient, and 0% advance proficient on in NJASK State Assessment.** In 2013 School wide, 4% were advanced proficient, 25 % proficient, and 71% partially proficient**. In 2014 12.47% of fourth grade students were partially proficient, 6.0% were proficient, 0 were advance proficient in the ELA section of the NJ ASK,** 2013 School wide, 4% were advanced proficient, 20 % proficient, and 76% partially proficient**.** In 2014 12.4% of fifth grade students were partially proficient, 3.6% were proficient, and 0%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					was advance proficient in the ELA section of the NJ ASK. In 2012, only 1 grade 3 students with disabilities tested and were partially proficient in the NJASK. We have 4 Autistic students who tested in 2013, each one scored partially proficient**. In 2015, 5 students with disabilities were tested and scored partially proficient.** In 2012, only 1 grade 4 student with disabilities tested and was partially proficient in the NJASK. Thurgood Marshall School tested 1 grade 4 student with disabilities in 2013, which scored partially proficient. **. In 2015, 5 students with disabilities were tested and scored partially proficient and 1 student was proficient.** In 2012, only 1 grade 5 student with disabilities tested and was partially proficient in the NJASK. Thurgood Marshall School did not test any fifth grade special needs students in 2013. There were three fifth grade students with disabilities from the grade distribution ELA data, two out of the five passed with partially proficient scores, and one scored

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					below level. **In 2015, 5 students with disabilities were tested and scored partially proficient.**
Math	Students with Disabilities	• Problem Solving • Math Games • Peer Assisted Learning • Cooperative Learning • Direct Instruction • Manipulative usage (My Math) • Problem of the Day • My Math E-assessment • Guided Practice • Independent Practice • Teacher Modeling	Yes Minimal	Same as above Include LRE(Inclusion	In 2012, only 1 grade 3 special needs student took the NJASK and was partially proficient. Thurgood Marshall also tested one special needs student in 2013 who scored partially proficient. **In 2015, 5 students with disabilities were tested 4 scored partially proficient, and 1 student scored advanced proficient.** In 2012, only 1 grade 4 special needs student took the NJASK and was partially proficient. Thurgood Marshall also tested one-fourth grade special needs student in 2013. **In 2015, 6 students with disabilities were tested and scored partially proficient.** In 2012, only 1 grade 5special needs student took the NJASK and was partially proficient. Thurgood Marshall School did not test any grade 5 special needs students in 2013**. In 2015, 5 students with disabilities were tested and 4 scored partially proficient, and 1 scored**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					proficient.
ELA	Homeless	• Vocabulary Development • Guided Reading • Progressive Writing Folders • Differentiated Instruction • Independent Reading • Shared Reading and Writing • Project Based Learning • Put Reading First(Reading, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) • Read 180 • System 44 • Reading Wonders • Essay Contest Reading Is Fundamental	Yes	• Benchmark Results From Assessments • Student Achievement Data such as Grade Distribution Report • Reading assessments • Bulletin Boards Displays of Student Work with Feedback • Informal and Formal Writing Assessments (Progressive Writing) • Literacy, portfolios and journals	Approximately 75% of students from grades 1-5 increased their instructional reading level from fall to spring. Data from unit ELA assessments also showed student growth in ELA reading and writing. In 2013 School wide No Advance proficient, 29% proficient, 71% partially proficient. **In 2014 27.36% of third grade students were partially proficient, 5.13% were proficient, and 0% advance proficient on in NJASK State Assessment.** In 2013 School wide, 4% were advanced proficient, 25 % proficient, and 71% partially proficient**. In 2014 12.47% of fourth grade students were partially proficient, 6.0% were proficient, 0 were advance proficient in the ELA section of the NJ ASK,** 2013 School wide, 4% were advanced proficient, 20 % proficient, and 76% partially proficient**.** In 2014 12.4% of fifth grade students were partially proficient, 3.6% were proficient, and 0%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					was advance proficient in the ELA section of the NJ ASK. In 2012, only 1 grade 3 students with disabilities tested and were partially proficient in the NJASK. We have 4 Autistic students who tested in 2013, each one scored partially proficient**. In 2015, 5 students with disabilities were tested and scored partially proficient.** In 2012, only 1 grade 4 student with disabilities tested and was partially proficient in the NJASK. Thurgood Marshall School tested 1 grade 4 student with disabilities in 2013, which scored partially proficient. **. In 2015, 5 students with disabilities were tested and scored partially proficient and 1 student was proficient.** In 2012, only 1 grade 5 student with disabilities tested and was partially proficient in the NJASK. Thurgood Marshall School did not test any fifth grade special needs students in 2013. There were three fifth grade students with disabilities from the grade distribution ELA data, two out of the five passed with partially proficient scores, and one scored

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					below level. **In 2015, 5 students with disabilities were tested and scored partially proficient.**
Math	Homeless	• Problem Solving • Math Games • Peer Assisted Learning • Cooperative Learning • Direct Instruction • Manipulative usage (My Math) • Problem of the Day • My Math E-assessment • Guided Practice • Independent Practice • Teacher Modeling	Yes/minimal	• Benchmark Results From Assessments • Student Achievement Data such as Grade Distribution Report • Problem Solving Tasks • Bulletin Boards (Samples of student work, rubrics and exemplars) • Math Journals • Greater integration of technology	In 2012 59% of third grade students were proficient in the Mathematics section of the NJ ASK. 2013 School wide 6% Advance proficient, 41% proficient, and 53% partially proficient. **In 2015, 1.14% of the students scored advance proficient, 6.84% scored proficient, and 24.51% partially proficient.** In 2012 45% of fourth grade students were proficient in the Mathematics section of the NJ ASK. 2013 School wide 11% Advance proficient, 36% proficient, and 54% partially proficient**. In 2015, 0.00% of the students scored advance proficient, 5.59 % scored proficient, and 12.47% scored partially proficient** In 2012 62% of fifth grade students were proficient in the Mathematics section of the NJ ASK. 2013 School wide 20 % Advance proficient, 32% proficient, and

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					48% partially proficient. **In 2015, 3.2% of the students scored advance proficient, 5.6 % scored proficient, and 7.2% scored partially proficient**
ELA	Migrant				
Math	Migrant				
ELA	ELLs	• Vocabulary Development • Guided Reading • Progressive Writing Folders • Differentiated Instruction • Independent Reading • Shared Reading and Writing • Project Based Learning • Put Reading First(Reading, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) • Read 180	Yes	• Benchmark Results From Assessments • Student Achievement Data such as Grade Distribution Report • Reading assessments • Bulletin Boards Displays of Student Work with Feedback • Informal and Formal Writing Assessments (Progressive Writing) • Literacy, portfolios and journals	Approximately 75% of students from grades 1-5 increased their instructional reading level from fall to spring. Data from unit ELA assessments also showed student growth in ELA reading and writing. In 2013 School wide no advance proficient, 29% proficient, 71% partially proficient. **In 2014 27.36% of third grade students were partially proficient, 5.13% were proficient, and 0% advance proficient on in NJASK State Assessment.** In 2013 School wide, 4% were advanced proficient, 25 % proficient, and 71% partially proficient**. In 2014 12.47% of fourth grade students were partially proficient, 6.0% were proficient, 0 were advance proficient in the ELA section of the NJ ASK,**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		• System 44 • Reading Wonders • Essay Contest Reading Is Fundamental			2013 School wide, 4% were advanced proficient, 20 % proficient, and 76% partially proficient**.** In 2014 12.4% of fifth grade students were partially proficient, 3.6% were proficient, and 0% was advance proficient in the ELA section of the NJ ASK. In 2012, only 1 grade 3 students with disabilities tested and were partially proficient in the NJASK. We have 4 Autistic students who tested in 2013, each one scored partially proficient**. In 2015, 5 students with disabilities were tested and scored partially proficient.** In 2012, only 1 grade 4 student with disabilities tested and was partially proficient in the NJASK. Thurgood Marshall School tested 1 grade 4 student with disabilities in 2013, which scored partially proficient. **. In 2015, 5 students with disabilities were tested and scored partially proficient and 1 student was proficient.**
Math	ELLs	• Problem Solving • Math Games	Yes/minimal	• Benchmark Results From	In 2012 59% of third grade students were proficient in the Mathematics section of

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		• Peer Assisted Learning • Cooperative Learning • Direct Instruction • Manipulative usage (My Math) • Problem of the Day • My Math E-assessment • Guided Practice • Independent Practice • Teacher Modeling		Assessments • Student Achievement Data such as Grade Distribution Report • Problem Solving Tasks • Bulletin Boards (Samples of student work, rubrics and exemplars) • Math Journals • Greater integration of technology	the NJ ASK. 2013 School wide 6% Advance proficient, 41% proficient, and 53% partially proficient. **In 2015, 1.14% of the students scored advance proficient, 6.84% scored proficient, and 24.51% partially proficient.** In 2012 45% of fourth grade students were proficient in the Mathematics section of the NJ ASK. 2013 School wide 11% Advance proficient, 36% proficient, and 54% partially proficient**. In 2015, 0.00% of the students scored advance proficient, 5.59 % scored proficient, and 12.47% scored partially proficient** In 2012 62% of fifth grade students were proficient in the Mathematics section of the NJ ASK. 2013 School wide 20 % Advance proficient, 32% proficient, and 48% partially proficient. **In 2015, 3.2% of the students scored advance proficient, 5.6 % scored proficient, and 7.2% scored partially proficient**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Unit and E-assessments showed student growth in Mathematics. Teachers were able to analyze monthly open-ended responses to direct instruction.
ELA	Economically Disadvantaged	• Vocabulary Development • Guided Reading • Progressive Writing Folders • Differentiated Instruction • Independent Reading • Shared Reading and Writing • Project Based Learning • Put Reading First(Reading, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) • Read 180 • System 44 • Reading Wonders • Essay Contest Reading Is	Yes	• Benchmark Results From Assessments • Student Achievement Data such as Grade Distribution Report • Reading assessments • Bulletin Boards Displays of Student Work with Feedback • Informal and Formal Writing Assessments (Progressive Writing) • Literacy, portfolios and journals	Approximately 75% of students from grades 1-5 increased their instructional reading level from fall to spring. Data from unit ELA assessments also showed student growth in ELA reading and writing. In 2013 School wide No Advance proficient, 29% proficient, 71% partially proficient. **In 2014 27.36% of third grade students were partially proficient, 5.13% were proficient, and 0% advance proficient on in NJASK State Assessment.** In 2013 School wide, 4% were advanced proficient, 25 % proficient, and 71% partially proficient**. In 2014 12.47% of fourth grade students were partially proficient, 6.0% were proficient, 0 were advance proficient in the ELA section of the NJ ASK,** 2013 School wide, 4% were advanced proficient, 20 % proficient, and 76%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Fundamental			partially proficient**.** In 2014 12.4% of fifth grade students were partially proficient, 3.6% were proficient, and 0% was advance proficient in the ELA section of the NJ ASK. In 2012, only 1 grade 3 students with disabilities tested and were partially proficient in the NJASK. We have 4 Autistic students who tested in 2013, each one scored partially proficient**. In 2015, 5 students with disabilities were tested and scored partially proficient.** In 2012, only 1 grade 4 student with disabilities tested and was partially proficient in the NJASK. Thurgood Marshall School tested 1 grade 4 student with disabilities in 2013, which scored partially proficient. **. In 2015, 5 students with disabilities were tested and scored partially proficient and 1 student was proficient.** In 2012, only 1 grade 5 student with disabilities tested and was partially proficient in the NJASK. Thurgood Marshall School did not test any fifth grade special needs students in 2013. There were three fifth grade students with

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					disabilities from the grade distribution ELA data, two out of the five passed with partially proficient scores, and one scored below level. **In 2015, 5 students with disabilities were tested and scored partially proficient.**
Math	Economically Disadvantaged	• Problem Solving • Math Games • Peer Assisted Learning • Cooperative Learning • Direct Instruction • Manipulative usage (My Math) • Problem of the Day • My Math E-assessment • Guided Practice • Independent Practice • Teacher Modeling	Yes	• Benchmark Results From Assessments • Student Achievement Data such as Grade Distribution Report • Problem Solving Tasks • Bulletin Boards (Samples of student work, rubrics and exemplars) • Math Journals • Greater integration of technology	In 2012 59% of third grade students were proficient in the Mathematics section of the NJ ASK. 2013 School wide 6% Advance proficient, 41% proficient, and 53% partially proficient. **In 2015, 1.14% of the students scored advance proficient, 6.84% scored proficient, and 24.51% partially proficient.** In 2012 45% of fourth grade students were proficient in the Mathematics section of the NJ ASK. 2013 School wide 11% Advance proficient, 36% proficient, and 54% partially proficient**. In 2015, 0.00% of the students scored advance proficient, 5.59 % scored proficient, and 12.47% scored partially proficient** In 2012 62% of fifth grade students were proficient in the Mathematics section of

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					the NJ ASK. 2013 School wide 20 % Advance proficient, 32% proficient, and 48% partially proficient. **In 2015, 3.2% of the students scored advance proficient, 5.6 % scored proficient, and 7.2% scored partially proficient** Unit and E-assessments showed student growth in Mathematics. Teachers were able to analyze monthly open-ended responses to direct instruction.
ELA		• Vocabulary Development • Guided Reading • Progressive Writing Folders • Differentiated Instruction • Independent Reading	Yes	• Benchmark Results From Assessments • Student Achievement Data such as Grade Distribution Report • Reading	Approximately 75% of students from grades 1-5 increased their instructional reading level from fall to spring. Data from unit ELA assessments also showed student growth in ELA reading and writing. In 2013 School wide No Advance proficient, 29% proficient, 71% partially

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		• Shared Reading and Writing • Project Based Learning • Put Reading First(Reading, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) • Read 180 • System 44 • Reading Wonders • Essay Contest Reading Is Fundamental		assessments • Bulletin Boards Displays of Student Work with Feedback • Informal and Formal Writing Assessments (Progressive Writing) • Literacy, portfolios and journals	proficient. **In 2014 27.36% of third grade students were partially proficient, 5.13% were proficient, and 0% advance proficient on in NJASK State Assessment.** In 2013 School wide, 4% were advanced proficient, 25 % proficient, and 71% partially proficient**. In 2014 12.47% of fourth grade students were partially proficient, 6.0% were proficient, 0 were advance proficient in the ELA section of the NJ ASK,** 2013 School wide, 4% were advanced proficient, 20 % proficient, and 76% partially proficient**.** In 2014 12.4% of fifth grade students were partially proficient, 3.6% were proficient, and 0% was advance proficient in the ELA section of the NJ ASK. In 2012, only 1 grade 3 students with disabilities tested and were partially proficient in the NJASK. We have 4 Autistic students who tested in 2013, each one scored partially proficient**. In 2015, 5 students with disabilities were tested and scored partially proficient.** In 2012, only 1 grade 4 student with

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					disabilities tested and was partially proficient in the NJASK. Thurgood Marshall School tested 1 grade 4 student with disabilities in 2013, which scored partially proficient. **. In 2015, 5 students with disabilities were tested and scored partially proficient and 1 student was proficient.** In 2012, only 1 grade 5 student with disabilities tested and was partially proficient in the NJASK. Thurgood Marshall School did not test any fifth grade special needs students in 2013. There were three fifth grade students with disabilities from the grade distribution ELA data, two out of the five passed with partially proficient scores, and one scored below level. **In 2015, 5 students with disabilities were tested and scored partially proficient.**
Math		• Problem Solving • Math Games • Peer Assisted Learning • Cooperative Learning • Direct Instruction	Yes	• Benchmark Results From Assessments • Student Achievement Data such as Grade Distribution	In 2012 59% of third grade students were proficient in the Mathematics section of the NJ ASK. 2013 School wide 6% Advance proficient, 41% proficient, and 53% partially proficient. **In 2015, 1.14% of the students scored advance proficient, 6.84% scored proficient, and**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		• Manipulative usage (My Math) • Problem of the Day • My Math E-assessment • Guided Practice • Independent Practice • Teacher Modeling		Report • Problem Solving Tasks • Bulletin Boards (Samples of student work, rubrics and exemplars) • Math Journals • Greater integration of technology	**24.51% partially proficient.** In 2012 45% of fourth grade students were proficient in the Mathematics section of the NJ ASK. 2013 School wide 11% Advance proficient, 36% proficient, and 54% partially proficient**. In 2015, 0.00% of the students scored advance proficient, 5.59 % scored proficient, and 12.47% scored partially proficient** In 2012 62% of fifth grade students were proficient in the Mathematics section of the NJ ASK. 2013 School wide 20 % Advance proficient, 32% proficient, and 48% partially proficient. **In 2015, 3.2% of the students scored advance proficient, 5.6 % scored proficient, and 7.2% scored partially proficient** Unit and E-assessments showed student growth in Mathematics. Teachers were able to analyze monthly open-ended responses to direct instruction.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	• PARCC After-school tutorial program • Band • Student Council • National Honor Society • Open Media Center/Computer Center • Summer Enrichment Program • Homework Club • Un interrupted ELA Block	Minimal	* Pre/Post Assessments * Students' performance (written as well as oral) * Attendance * Completion of the program	Review of the Pre/Post test scores indicates that students made progress. -Student's NJASK results as it pertains to participation in the After-school Academy -Report Card grades in ELA and Math **ELA/NJASK 2013 and 2015 Results** **ELA Mid-Year Read 180 Data, Percent Growth** **Decrease in mobility rate** **Assessment Mid-Year Review Data, Percent Growth** **Increase in the number of Honor Society Inductees**
Math	Students with Disabilities	• PARCC After-school tutorial program • Band	Yes	* Students' performance (written as well as oral) * Attendance * Students' level of	Benchmark assessments revealed student growth attributed to student grouping and intervention strategies that teachers used in the following areas: differentiated instruction,

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		• Student Council Additional assistance from teachers during lunch and after school -Summer Enrichment Program • Problem Solving • Math Games - Peer Assisted • National Honor Society • Open Media Center/Computer Center • Summer Enrichment Program • Homework Club All strategies listed above with modifications and accommodations specified in students' IEP documents •		engagement * Completion of the program *Active Participation in the band	guided reading, and a focus on specific Student Learning Objectives (SLOs). Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons Grades k-5 has an uninterrupted double math period, which afforded teachers the time to explore the depth of each skill The district's adaptation of the My Math series was also extremely instrumental in the improvement of student performance. The series is aligned to the Common Core Standards.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	• PARCC After-school tutorial program • Band • Student Council • National Honor Society • Open Media Center/Computer Center • Summer Enrichment Program • Homework Club • Un interrupted ELA Block	Minimal	* Pre/Post Assessments * Students' performance (written as well as oral) * Attendance * Completion of the program	Review of the Pre/Post test scores indicates that students made progress. -Student's NJASK results as it pertains to participation in the After-school Academy -Report Card grades in ELA and Math **ELA/NJASK 2013 and 2015 Results** **ELA Mid-Year Read 180 Data, Percent Growth** **Decrease in mobility rate** **Assessment Mid-Year Review Data, Percent Growth** **Increase in the number of Honor Society Inductees**
Math	Homeless	• PARCC After-school tutorial program • Band • Student Council Additional assistance from teachers during	Yes	* Students' performance (written as well as oral) * Attendance * Students' level of engagement * Completion of the program *Active Participation in the band	Benchmark assessments revealed student growth attributed to student grouping and intervention strategies that teachers used in the following areas: differentiated instruction, guided reading, and a focus on specific Student Learning Objectives (SLOs). Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		lunch and after school -Summer Enrichment Program • Problem Solving • Math Games - Peer Assisted • National Honor Society • Open Media Center/Computer Center • Summer Enrichment Program • Homework Club			Grades k-5 has an uninterrupted double math period, which afforded teachers the time to explore the depth of each skill The district's adaptation of the My Math series was also extremely instrumental in the improvement of student performance. The series is aligned to the Common Core Standards.
ELA	Migrant				
Math	Migrant				
ELA	ELLs	• PARCC After-school tutorial program • Band • Student Council	Minimal	* Pre/Post Assessments * Students' performance (written as well as oral) * Attendance * Completion of the program	Review of the Pre/Post test scores indicates that students made progress. -Student's NJASK results as it pertains to participation in the After-school Academy -Report Card grades in ELA and Math **ELA/NJASK 2014 Results**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		• National Honor Society • Open Media Center/Computer Center • Summer Enrichment Program • Homework Club • Un interrupted ELA Block			**ELA Mid-Year Read 180 Data, Percent Growth** **Decrease in mobility rate** **Assessment Mid-Year Review Data, Percent Growth** **Increase in the number of Honor Society Inductees**
Math	ELLs	• PARCC After-school tutorial program • Band • Student Council Additional assistance from teachers during lunch and after school -Summer Enrichment Program • Problem Solving • Math Games - Peer Assisted • National Honor	Yes	* Students' performance (written as well as oral) * Attendance * Students' level of engagement * Completion of the program *Active Participation in the band	Benchmark assessments revealed student growth attributed to student grouping and intervention strategies that teachers used in the following areas: differentiated instruction, guided reading, and a focus on specific Student Learning Objectives (SLOs). Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons Grades k-5 has an uninterrupted double math period, which afforded teachers the time to explore the depth of each skill The district's adaptation of the My Math series was also extremely instrumental in the improvement of student performance. The

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Society • Open Media Center/Computer Center • Summer Enrichment Program • Homework Club			series is aligned to the Common Core Standards.
ELA	Economically Disadvantaged	• PARCC After-school tutorial program • Basic Skills/Enrichment after school program • After-school Homework Club • Band • Student Council • National Honor Society • Open Media	Minimal	* Pre/Post Assessments * Students' performance (written as well as oral) * Attendance * Completion of the program	Review of the Pre/Post test scores indicates that students made progress. -Student's NJASK results as it pertains to participation in the After-school Academy -Report Card grades in ELA **ELA/NJASK 2014 and 2015 Results** **ELA Mid-Year Read 180 Data, Percent Growth** **Decrease in mobility rate** **Assessment Mid-Year Review Data, Percent Growth** **Increase in the number of Honor Society Inductees**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Center/Computer Center • Summer Enrichment Program • Homework Club • Un interrupted ELA Block			
Math	Economically Disadvantaged	• PARCC After-school tutorial program • Band • Student Council Additional assistance from teachers during lunch and after school -Summer Enrichment Program • Problem Solving • Math Games - Peer Assisted • National Honor Society • Open Media Center/Comput	Yes	* Students' performance (written as well as oral) * Attendance * Students' level of engagement * Completion of the program *Active Participation in the band	Benchmark assessments revealed student growth attributed to student grouping and intervention strategies that teachers used in the following areas: differentiated instruction, guided reading, and a focus on specific Student Learning Objectives (SLOs). Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons Grades k-5 has an uninterrupted double math period, which afforded teachers the time to explore the depth of each skill The district's adaptation of the My Math series was also extremely instrumental in the improvement of student performance. The series is aligned to the Common Core Standards.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		er Center • Summer Enrichment Program • Homework Club			
ELA		• PARCC After-school tutorial program • Basic Skills/Enrichment after school program • After-school Homework Club • Band • Student Council • National Honor Society • Open Media Center/Computer Center • Summer	Minimal	* Pre/Post Assessments * Students' performance (written as well as oral) * Attendance * Completion of the program	Review of the Pre/Post test scores indicates that students made progress. -Student's NJASK results as it pertains to participation in the After-school Academy -Report Card grades in ELA **ELA/NJASK 2014 and 2015 Results** **ELA Mid-Year Read 180 Data, Percent Growth** **Decrease in mobility rate** **Assessment Mid-Year Review Data, Percent Growth** **Increase in the number of Honor Society Inductees**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Enrichment Program • Homework Club • Un interrupted ELA Block			
Math		• PARCC After-school tutorial program • Band • Student Council Additional assistance from teachers during lunch and after school -Summer Enrichment Program • Problem Solving • Math Games - Peer Assisted • National Honor Society • Open Media Center/Computer Center • Summer Enrichment Program	Yes	* Students' performance (written as well as oral) * Attendance * Students' level of engagement * Completion of the program *Active Participation in the band	Benchmark assessments revealed student growth attributed to student grouping and intervention strategies that teachers used in the following areas: differentiated instruction, guided reading, and a focus on specific Student Learning Objectives (SLOs). Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons Grades k-5 has an uninterrupted double math period, which afforded teachers the time to explore the depth of each skill The district's adaptation of the My Math series was also extremely instrumental in the improvement of student performance. The series is aligned to the Common Core Standards.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		• Homework Club			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development **– Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	*Common Core Workshops *Collaborative discussions at weekly grade level meetings *Consultants *Blooms Taxonomy *Read Aloud *Uninterrupted ELA Block *Read 180 *On Course Lesson Planning *Differentiated Instruction *Implementing Rigor in instruction *Read Aloud *Technology Training (Google Docs, Smartboard and clickers) *Power School Training *Unified Grading Profile *Put Reading First *NJASK Reading and Writing	Yes	*NJ ASK Data *Formative Assessments * Minutes from Collaborative Professional Learning Communities minutes, * Bulletin Boards * Student work samples and exemplars * Formal Evaluations * Attendance at training sessions * Written Feedback * Data Walls * Continuous Feedback * Student Performance	Student Performance in: NJASK13 Unit and Cycle Assessments Benchmark Assessments - Student performance on School, District and State Assessments. Approximately 87% of students from grades 1-5 increased their instructional reading level from fall to spring. Data from unit ELA assessments also showed student growth in ELA reading and writing.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities	* Common Core State Standards *Collaborative discussions at grade level meetings *Consultants * Professional Development on My Math *On Course Lesson Planning * Implementing Rigor in instruction *Read Aloud * Technology Training (smartboard) *Problem of the Day *Math Games * E-assessments (My (Math) * Unified Grading Profile * Google Docs *NJ ASK Training *Providing Accurate Feedback	Yes	NJ ASK Data *Formative Assessments * Minutes from Collaborative Professional Learning Communities * Bulletin Boards * Student work samples and exemplars * Formal Evaluations * Written Feedback	Student Performance in: -NJASK -Unit and Cycle Assessments -E-assessments .
ELA	Homeless	*Common Core Workshops *Collaborative discussions at weekly grade level meetings	Yes	*NJ ASK Data *Formative Assessments * Minutes from Collaborative Professional Learning Communities minutes,	Student Performance in: NJASK13 Unit and Cycle Assessments Benchmark Assessments

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		*Consultants *Blooms Taxonomy *Read Aloud *Uninterrupted ELA Block *Read 180 *On Course Lesson Planning *Differentiated Instruction *Implementing Rigor in instruction *Read Aloud *Technology Training (Google Docs, Smartboard and clickers) *Power School Training *Unified Grading Profile *Put Reading First *NJASK Reading and Writing		* Bulletin Boards * Student work samples and exemplars * Formal Evaluations * Attendance at training sessions * Written Feedback * Data Walls * Continuous Feedback * Student Performance	- Student performance on School, District and State Assessments. Approximately 87% of students from grades 1-5 increased their instructional reading level from fall to spring. Data from unit ELA assessments also showed student growth in ELA reading and writing.
Math	Homeless	* Common Core State Standards *Collaborative discussions at grade level meetings *Consultants * Professional Development on My	Yes	NJ ASK Data *Formative Assessments * Minutes from Collaborative Professional Learning Communities * Bulletin Boards * Student work samples and exemplars	Student Performance in: -NJASK -Unit and Cycle Assessments -E-assessments

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Math *On Course Lesson Planning * Implementing Rigor in instruction *Read Aloud * Technology Training (smartboard) *Problem of the Day *Math Games * E-assessments (My (Math) * Unified Grading Profile * Google Docs *NJ ASK Training *Providing Accurate Feedback		* Formal Evaluations * Written Feedback	
ELA	Migrant				
Math	Migrant				
ELA	ELLs	*Common Core Workshops *Collaborative discussions at weekly grade level meetings *Consultants *Blooms Taxonomy *Read Aloud	Yes	*NJ ASK Data *Formative Assessments * Minutes from Collaborative Professional Learning Communities minutes, * Bulletin Boards * Student work samples and exemplars * Formal Evaluations	Student Performance in: NJASK13 Unit and Cycle Assessments Benchmark Assessments - Student performance on School, District and State Assessments.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		*Uninterrupted ELA Block *Read 180 *On Course Lesson Planning *Differentiated Instruction *Implementing Rigor in instruction *Read Aloud *Technology Training (Google Docs, Smartboard and clickers) *Power School Training *Unified Grading Profile *Put Reading First *NJASK Reading and Writing		* Attendance at training sessions * Written Feedback * Data Walls * Continuous Feedback * Student Performance	Approximately 87% of students from grades 1-5 increased their instructional reading level from fall to spring. Data from unit ELA assessments also showed student growth in ELA reading and writing.
Math	ELLs	* Common Core State Standards *Collaborative discussions at grade level meetings *Consultants * Professional Development on My Math *On Course Lesson Planning * Implementing Rigor	Yes	NJ ASK Data *Formative Assessments * Minutes from Collaborative Professional Learning Communities * Bulletin Boards * Student work samples and exemplars * Formal Evaluations * Written Feedback	Student Performance in: -NJASK -Unit and Cycle Assessments -E-assessments .

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		in instruction *Read Aloud * Technology Training (smartboard) *Problem of the Day *Math Games * E-assessments (My (Math) * Unified Grading Profile * Google Docs *NJ ASK Training *Providing Accurate Feedback			
ELA	Economically Disadvantaged	*Common Core Workshops *Collaborative discussions at weekly grade level meetings *Consultants *Blooms Taxonomy *Read Aloud *Uninterrupted ELA Block *Read 180 *On Course Lesson Planning *Differentiated Instruction *Implementing	Yes	*NJ ASK Data *Formative Assessments * Minutes from Collaborative Professional Learning Communities minutes, * Bulletin Boards * Student work samples and exemplars * Formal Evaluations * Attendance at training sessions * Written Feedback * Data Walls * Continuous Feedback * Student Performance	Student Performance in: NJASK13 Unit and Cycle Assessments Benchmark Assessments - Student performance on School, District and State Assessments. Approximately 87% of students from grades 1-5 increased their instructional reading level from fall to spring. Data from unit ELA assessments also showed student growth in ELA reading and writing.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Rigor in instruction *Read Aloud *Technology Training (Google Docs, Smartboard and clickers) *Power School Training *Unified Grading Profile *Put Reading First *NJASK Reading and Writing			
Math	Economically Disadvantaged	* Common Core State Standards *Collaborative discussions at grade level meetings *Consultants * Professional Development on My Math *On Course Lesson Planning * Implementing Rigor in instruction *Read Aloud * Technology Training (smartboard) *Problem of the Day *Math Games * E-assessments (My (Math)	Yes	NJ ASK Data *Formative Assessments * Minutes from Collaborative Professional Learning Communities * Bulletin Boards * Student work samples and exemplars * Formal Evaluations * Written Feedback	Student Performance in: -NJASK -Unit and Cycle Assessments -E-assessments

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		* Unified Grading Profile * Google Docs *NJ ASK Training *Providing Accurate Feedback			
ELA		*Common Core Workshops *Collaborative discussions at weekly grade level meetings *Consultants *Blooms Taxonomy *Read Aloud *Uninterrupted ELA Block *Read 180 *On Course Lesson Planning *Differentiated Instruction *Implementing Rigor in instruction *Read Aloud *Technology Training (Google Docs, Smartboard and clickers) *Power School Training	Yes	*NJ ASK Data *Formative Assessments * Minutes from Collaborative Professional Learning Communities minutes, * Bulletin Boards * Student work samples and exemplars * Formal Evaluations * Attendance at training sessions * Written Feedback * Data Walls * Continuous Feedback * Student Performance	Student Performance in: NJASK13 Unit and Cycle Assessments Benchmark Assessments - Student performance on School, District and State Assessments. Approximately 87% of students from grades 1-5 increased their instructional reading level from fall to spring. Data from unit ELA assessments also showed student growth in ELA reading and writing.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		*Unified Grading Profile *Put Reading First *NJASK Reading and Writing			
Math		• PTA • Open House • Math Parent Workshops • Parent Teacher Conferences • Supt. Forums • School Leadership Committee • Multicultural Celebration • Monthly Parent Conversation Hour • Effective Parenting Classes • Newsletter • Monthly Assemblies • Bring your parent to school day • Phone Blast	Yes	***Agendas** *** Sign In Forms** *** Parent Volunteers**	**Parental attendance at the majority of school events such as school plays, father/daughter dance, mother/son breakfast, student of the month award breakfast, multicultural affair, and sponsored PTA events** **Attendance** **Back to School Night** **Conferences-** **Bring Your Parent to School-** **Fashion and Talent Show** **Monthly School Productions, performed by the students from October to May**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	• PTA • Open House • Literacy Parent Workshops • Parent Teacher Conferences • Supt. Forums • School Leadership Committee • Multicultural Celebration • Monthly Parent Conversation Hour • Effective Parenting Classes • Newsletter • Monthly Assemblies • Bring your parent to school day • Phone Blast	Yes	***Agendas** *** Sign In Forms** *** Parent Volunteers**	**Parental attendance at the majority of school events such as school plays, father/daughter dance, mother/son breakfast, student of the month award breakfast, multicultural affair, and sponsored PTA events** **Attendance** **Back to School Night** **Conferences-** **Bring Your Parent to School-** **Fashion and Talent Show** **Monthly School Productions, performed by the students from October to May**
Math	Students with	• PTA	Yes	***Agendas**	**Parental attendance at the majority of school events such as school plays,**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disabilities	• Open House • Math Parent Workshops • Parent Teacher Conferences • Supt. Forums • School Leadership Committee • Multicultural Celebration • Monthly Parent Conversation Hour • Effective Parenting Classes • Newsletter • Monthly Assemblies • Bring your parent to school day • Phone Blast		*** Sign In Forms** *** Parent Volunteers**	**father/daughter dance, mother/son breakfast, student of the month award breakfast, multicultural affair, and sponsored PTA events** **Attendance** **Back to School Night** **Conferences-** **Bring Your Parent to School-** **Fashion and Talent Show** **Monthly School Productions, performed by the students from October to May**
ELA	Homeless	• PTA • Open House • Literacy Parent Workshops • Parent Teacher Conferences	Yes	***Agendas** *** Sign In Forms** *** Parent Volunteers**	**Parental attendance at the majority of school events such as school plays, father/daughter dance, mother/son breakfast, student of the month award breakfast, multicultural affair, and sponsored PTA events**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		• Supt. Forums • School Leadership Committee • Multicultural Celebration • Monthly Parent Conversation Hour • Effective Parenting Classes • Newsletter • Monthly Assemblies • Bring your parent to school day • Phone Blast			**Attendance** **Back to School Night** **Conferences-** **Bring Your Parent to School-** **Fashion and Talent Show** **Monthly School Productions, performed by the students from October to May**
Math	Homeless	• PTA • Open House • Math Parent Workshops • Parent Teacher Conferences • Supt. Forums • School Leadership Committee • Multicultural Celebration	Yes	***Agendas** *** Sign In Forms** *** Parent Volunteers**	**Parental attendance at the majority of school events such as school plays, father/daughter dance, mother/son breakfast, student of the month award breakfast, multicultural affair, and sponsored PTA events** **Attendance** **Back to School Night** **Conferences-** **Bring Your Parent to School-**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		• Monthly Parent Conversation Hour • Effective Parenting Classes • Newsletter • Monthly Assemblies • Bring your parent to school day • Phone Blast			**Fashion and Talent Show** **Monthly School Productions, performed by the students from October to May**
ELA	Migrant				
Math	Migrant				
ELA	ELLs	• PTA • Open House • Literacy Parent Workshops • Parent Teacher Conferences • Supt. Forums • School Leadership Committee • Multicultural Celebration • Monthly Parent	Yes	***Agendas** *** Sign In Forms** *** Parent Volunteers**	**Parental attendance at the majority of school events such as school plays, father/daughter dance, mother/son breakfast, student of the month award breakfast, multicultural affair, and sponsored PTA events** **Attendance** **Back to School Night** **Conferences-** **Bring Your Parent to School-** **Fashion and Talent Show** **Monthly School Productions, performed by**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Conversation Hour • Effective Parenting Classes • Newsletter • Monthly Assemblies • Bring your parent to school day • Phone Blast			**the students from October to May**
Math	ELLs	• PTA • Open House • Math Parent Workshops • Parent Teacher Conferences • Supt. Forums • School Leadership Committee • Multicultural Celebration • Monthly Parent Conversation Hour • Effective Parenting Classes • Newsletter • Monthly	Yes	***Agendas** *** Sign In Forms** *** Parent Volunteers**	**Parental attendance at the majority of school events such as school plays, father/daughter dance, mother/son breakfast, student of the month award breakfast, multicultural affair, and sponsored PTA events** **Attendance** **Back to School Night** **Conferences-** **Bring Your Parent to School-** **Fashion and Talent Show** **Monthly School Productions, performed by the students from October to May**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Assemblies • Bring your parent to school day • Phone Blast			
ELA	Economically Disadvantaged	• PTA • Open House • Literacy Parent Workshops • Parent Teacher Conferences • Supt. Forums • School Leadership Committee • Multicultural Celebration • Monthly Parent Conversation Hour • Effective Parenting Classes • Newsletter • Monthly Assemblies • Bring your parent to school day • Phone Blast	Yes	***Agendas** *** Sign In Forms** *** Parent Volunteers**	**Parental attendance at the majority of school events such as school plays, father/daughter dance, mother/son breakfast, student of the month award breakfast, multicultural affair, and sponsored PTA events** **Attendance** **Back to School Night** **Conferences-** **Bring Your Parent to School-** **Fashion and Talent Show** **Monthly School Productions, performed by the students from October to May**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantaged	• PTA • Open House • Math Parent Workshops • Parent Teacher Conferences • Supt. Forums • School Leadership Committee • Multicultural Celebration • Monthly Parent Conversation Hour • Effective Parenting Classes • Newsletter • Monthly Assemblies • Bring your parent to school day • Phone Blast	Yes	***Agendas** *** Sign In Forms** *** Parent Volunteers**	**Parental attendance at the majority of school events such as school plays, father/daughter dance, mother/son breakfast, student of the month award breakfast, multicultural affair, and sponsored PTA events** **Attendance** **Back to School Night** **Conferences-** **Bring Your Parent to School-** **Fashion and Talent Show** **Monthly School Productions, performed by the students from October to May**
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____	_____	_____
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	ELA Unit Assessment NJ ASK SRI Walkthroughs Read 180 Lexile Scores Reading Wonders Grade Distributions	Diagnostic, formative, and summative data is used to inform and drive instruction. Data assists in determining instructional effectiveness of various academic programs. Increase student achievement (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension by a minimum of 5% Approximately 75% of students from grades 1-5 increased their instructional reading level from fall to spring. Data from unit ELA assessments also showed student growth in ELA reading and writing. In 2013 School wide No Advance proficient, 29% proficient, 71% partially proficient. **In 2014 27.36% of third grade students were partially proficient, 5.13% were proficient, and 0% advance proficient on in NJASK State Assessment.** In 2013 School wide, 4% were advanced proficient, 25 % proficient, and 71% partially proficient**. In 2014 12.47% of fourth grade students were partially proficient, 6.0% were proficient, 0 were advance proficient in the ELA section of the NJ ASK,** 2013 School wide, 4% were advanced proficient, 20 % proficient, and 76% partially proficient**.** In 2014 12.4% of fifth grade students were partially proficient, 3.6% were proficient, and 0% was advance proficient in the ELA section of the NJ ASK.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		In 2012, only 1 grade 3 students with disabilities tested and were partially proficient in the NJASK. We have 4 Autistic students who tested in 2013, each one scored partially proficient**. In 2015, 5 students with disabilities were tested and scored partially proficient.** In 2012, only 1 grade 4 student with disabilities tested and was partially proficient in the NJASK. Thurgood Marshall School tested 1 grade 4 student with disabilities in 2013, which scored partially proficient. **. In 2015, 5 students with disabilities were tested and scored partially proficient and 1 student was proficient.** In 2012, only 1 grade 5 student with disabilities tested and was partially proficient in the NJASK. Thurgood Marshall School did not test any fifth grade special needs students in 2013. There were three fifth grade students with disabilities from the grade distribution ELA data, two out of the five passed with partially proficient scores, and one scored below level. **In 2015, 5 students with disabilities were tested and scored partially proficient.**
Academic Achievement - Writing	Writing Projects: to demonstrate cognitive skills and put them into application. District sponsored essay contests: assessing students writing performance through competition. Unit Assessment	Diagnostic, formative, and summative data is used to inform and drive instruction. Data assists in determining instructional effectiveness of various academic programs. Increase student achievement in writing across all grade levels by a minimum of 5%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Reading Wonders NJASK	
Academic Achievement - Mathematics	District Math Cycle Tests, District Benchmark Assessments, Mathematics Unit Assessments NJ ASK My Math E-assessments Walkthrough Grade Distribution	Diagnostic, formative, and summative data is used to inform and drive instruction. Data assists in determining instructional effectiveness of various academic programs Increase student academic achievement in Mathematics (Geometry& Measurement, Problem Solving, Patterns &Algebra, Number & Numerical Operations, Data Analysis, and Probability & Discrete Mathematics) by a minimum of 5%. Grade 3 **2013 Schoolwide 6% Advance proficient, 41% proficient, 53% partially proficient.** Grade 4 **2013 Schoolwide 11% Advance proficient, 36% proficient, 54% partially proficient.** **NJASK 2013 Science results, 14% advanced proficient, 54% proficient, 32% partially proficient.** Grade 5 **2013 Schoolwide 20 % Advance proficient, 32% proficient, 48% partially proficient.**
Family and Community Engagement	Parent Workshops Open House Parent Teacher Association (PTA) Parent Teacher Conferences School assemblies	Parent involvement is a crucial component of student success. Parental involvement has decreased based on sign-in sheets. Increase parental and community involvement by at least 5% Reduce the number of student suspensions and discipline infractions by at least 10% Reduce the number of students who were partial proficient on the NJ ASK by at least 5%
Professional Development	**District/Out of District**	A Distinguish or Achieving rating on formal evaluations (100% of teachers)

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Workshops Developing a SGO My Math Workshops Providing Meaningful Feedback Read Aloud PD Technology PD (smartboard) Take Away Endings PD Google Docs PD Uniform Grading Profile Common Core PD Danielson Framework Evaluation Tool Student Growth Objective PD Read 180 MyMath Close Read Kagan Student Engagement	All staff will obtain an average of 20 PD hours each year In and out of district workshops, Faculty Meetings, and surveys Implementation of PD (regarding researched based best practices) will have a positive influence on student engagement as well as academic performance. It is mandated that all teachers actively participate in professional development sessions. 100% of all teachers at TMES participated in all professional development.
Leadership	Surveys Evaluations Feedback Participation Administrative Evaluation Tool Student Growth Objective PD Explorations Portfolio Action research project	*Principal actively participates in District Professional Development *Principal actively governs the school, by applying the five leadership standards in her practices. * Standard 1: Setting a widely shared vision for learning *Standard 2: Developing a school culture and instructional program conducive to student learning and staff professional growth * Standard 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Oncourse Lesson Plan-100% of the teachers completes their plans in a timely fashion and is available on line by Friday. Lesson is well organized and comprehensively written. Principal conducts 20 or more walkthroughs a month, some of the trends are:

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		1.Lessons is clearly delineates (set-induction activities, Do now, anticipatory set, instructional strategies, student engaged activities, formative assessments, and closure activities. 2. Students are seated in cooperative learning groups 3. Technology is integrated 4. Instructional time is managed well and reflects a maximum utilization of the operational schedule 5. In 985% of the classrooms are rich in print, student and teacher designed anchor charts. * Standard 4**:** Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources * Standard 5: Acting with integrity, fairness, and in an ethical manner
School Climate and Culture	Surveys Feedback Attendance Participation Extra Curricular Activities Shared Goals for PBSIS	Positive Results from Surveys with respect to parent perception of the school, safety and culture. Decrease in the number of suspensions when compared to 2012-2013. Increase in the number of students by 57%, who received Mustang Bucks, for Positive Behavior Support in School *30 students from K to 5 were identified and rewarded quarterly for outstanding behavior in school *16 students weekly were rewarded with incentives for their exemplar behavior and living according to the PBSIS rules. Resulting in 576 students rewarded for 2013-2014 school year. The number of students suspended during 2013-2014 school year was 28. This is a decrease of 22 students, when compared to 2012-2013. In 2012-2013, there were 50 suspensions.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Honor Society Inductees Grade 4, 6 students Grade 5, 9 students **Band** 48 students from grades 3 to 5, actively participated, out of the 48, thirty-nine of them maintained honor roll for more than two marking periods.
School-Based Youth Services	Breakfast In the Classroom Honor Society Student Council PBSIS Band Bullying Workshops After- school tutorial program Open Library ELL Afterschool Program Extra Curricular Activities (sports, mentoring, and clubs)	Implementing the PBSIS program, the results show there were decreases in the number of school infractions in grades 3 through 5. 30 students from K to 5 were identified and rewarded quarterly for outstanding behavior in school, 16 students weekly were rewarded with incentives for their exemplar behavior and living according to the PBSIS rules. Resulting in 576 students rewarded for 2013-2014 school year. The number of students suspended during 2013-2014 school year was 28. This is a decrease of 22 students, when compared to 2012-2013. In 2012-2013, there were 50 suspensions. **Honor Society Inductees** Grade 4, 6 students Grade 5, 9 students **Band** 48 students from grades 3 to 5, actively participated, of the 48 students,
Students with Disabilities	ELA/MAth Unit Assessment NJ ASK SRI Walkthroughs Read 180 Lexile Scores Reading Wonder MyMath Grade Distributions	Increase student achievement (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, and Comprehension by a minimum of 5%. Increase student academic achievement in Mathematics (Geometry& Measurement, Problem Solving, Patterns &Algebra, Number & Numerical Operations, and Data Analysis, Probability& Discrete Mathematics) by a minimum of 5%.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Homeless Students	ELA/Math Unit Assessment NJ ASK SRI Walkthroughs Read 180 Lexile Scores Reading Wonders MyMath Grade Distributions	Increase student achievement (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, and Comprehension by a minimum of 5%. Increase student academic achievement in Mathematics (Geometry& Measurement, Problem Solving, Patterns &Algebra, Number & Numerical Operations, and Data Analysis, Probability& Discrete Mathematics) by a minimum of 5%.
Migrant Students		
English Language Learners	Elevation, WIDA, W-APT, Reader Model, Include Assessing Comprehension and Communication in English (ACCESS Assessment**)**	Vocabulary, Phonics, Fluency, and Comprehension by a minimum of 5%. Increase student academic achievement in Mathematics (Geometry& Measurement, Problem Solving, Patterns &Algebra, Number & Numerical Operations, and Data Analysis, Probability& Discrete Mathematics) by a minimum of 5%.
Economically Disadvantaged	ELA Unit Assessment NJ ASK SRI Walkthroughs Read 180 Lexile Scores Reading Wonders Grade Distributions	Increase student achievement (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, and Comprehension by a minimum of 5%. Increase student academic achievement in Mathematics (Geometry& Measurement, Problem Solving, Patterns &Algebra, Number & Numerical Operations, and Data Analysis, Probability& Discrete Mathematics) by a minimum of 5%.

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2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its needs assessment? Principal reviewed the plan with the Data Team first and additional stakeholders of the NCLB Plan. The review included analysis of these documents: Annual Needs Assessment Questionnaire, NJASK Scores, Parent Questionnaires, and District Assessments. The goal of the review was to revise the plan to reflect the needs of the 2014-2015 school year.
2. What process did the school use to collect and compile data for student subgroups? The Data Team collects and analyzes all data related to the academic growth of the students. The collection of data begins with the Supervisor of Testing/Assessment, he is the one that disaggregates all state test scores and disseminates data to building Principals. The principal along with members of the Data Team, and teachers from each grade level meet to decide what additional data is needed to make the necessary assessments. All cycle tests are analyzed by the Content Area Supervisors, and various members of the district, which allows them to facilitate prevention and intervention measures. The data is discussed with instructional staff at faculty meetings and common planning periods, which will allow us to be grade level specific.
3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1] The data used in needs assessment process are valid and reliable because they are based on student test data that is both disaggregated and multi-criteria in nature. Many of the tests that are used are based upon the curriculum and there are diagnostic tests aligned to the content. The data and test practices are scientifically researched-or evidenced-based and the outcomes are measurable in order to compare data from one time period to anther. The data used references both state and district level student performance.

[1] Definitions taken from Understanding Research Methods" by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

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4. What did the data analysis reveal regarding classroom instruction? The data revealed that there are areas of weakness across each content area, but more specific to Math and ELA, and that a continuation of extended day programs must be offered to students from grades two through five. The need for differentiated instruction, greater on-going staff development, need to infuse rigor into instruction, (Blooms Taxonomy), need to plan more small group and center based activities in order to provide students with effective and meaningful learning experiences, in addition to the need to increase resources and implement best practice application in the areas of ELA(reading, literature, informative/explanatory,) and Mathematics(numbers and operation-fractions, numbers and operation in base ten, and geometry.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? The data revealed from the teacher's 2012-2013 Professional Development plans, that much of their development was in the approaching stage, due to the new initiatives, and in 2013-2014, the teachers were implementing the skills and strategies learned throughout the school year. The data and discussions also revealed that because they are offered grade level common planning periods, they desired some professional development sessions offered by the district in cross-curricular planning and implementation. Professional development must be continuous, must be differentiated to meet the individual needs of each staff member, it must be meaningful and job embedded, and it is imperative that a rigorous protocol is established in order to check for implementation with fidelity.

6. How does the school identify educationally at-risk students in a timely manner? At risk students are identified in a timely manner by means of the following: At the beginning of the year, screenings and pre-test are administered to all students, in both Math and ELA. In addition screenings are performed on a quarterly basis and progress monitoring is conducted through the use of individual test scores on state assessments, district/school assessments (pre and post), progress reports and report cards. Analysis of test scores from previous years identifies students for appropriate grades, analysis of report cards identify students for appropriate services and needs, pre/post testing identify students throughout the school year for immediate remediation, and cycle tests are another

diagnostic tool for early intervention/remediation of at risk students. There is a careful review of student attendance and parental involvement.

7. How does the school provide effective interventions to educationally at-risk students? Once students are identified, as an at- risk student, he/she will receive any or all of the following: Differentiated Instruction in the classroom in which the students work in various group structures such as small and flexible grouping, partner settings, push-in instruction, individual (one-to-one) teacher or Para-professional assistance. In addition students who are identified as intensive need, can and do receive before and afterschool intervention instruction.

8. How does the school address the needs of migrant students? N/A

9. How does the school address the needs of homeless students? Students who are identified as homeless, attend school daily, and are expected to meet the same educational goals, objectives, and requirements. Students are referred to Parent Coordinator, collaboration with PTA, Social Worker, School Nurse, and referrals are made to outside agencies for assistance.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Academic assessments are discussed during common planning period, and weekly faculty meetings (Principal and Supervisor). Dialogue is initiated between grade levels, where multi-dimensional formative, authentic, and summative assessments and the results are shared. Sharing the results with others calls for the teachers, to come up with strategies that will be beneficial to each stakeholder.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? Transitional meetings between Pre-school and Kindergarten staff are conducted to assess the programs and its curriculum for collaborative purposes. Pre-school students take a tour of the building with their teachers and participate in field trips with grade K. The district provides several nights of orientation. These actions allow the students to become familiar with the faces of all of the Kindergarten teachers. Students moving from elementary to the middle school have the opportunity to attend an evening orientation

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Provide a separate response for each question.

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2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	School Climate: There is a disconnect with communicating and collaboration effectively from school to home and from home to school about school programs and children's progress, that needs improvement.	Professional Development needed for staff in Research-Based Strategies and Best Practices: Based on classroom snapshots, site visits, and walkthroughs, the teaching staff needs support in further developing instructional strategies that are proven to be effective with the intervention of struggling students.
Describe the priority problem using at least two data sources	PTA Meetings Comparison chart created by the Parent Coordinator, for 2011-2012, 2012-2013, 2013-2014	A lack of opportunities to observe best practices: Based on informal and formal evaluations, the teaching staff must be provided with opportunities to observe best practices in the classroom and focus on the implementation of rigor throughout their delivery of instruction.
Describe the root causes of the problem	Socioeconomic Work Schedules Cultural Barriers Lack of Confidence in the Education System	Limited knowledge of Researched Based Best Practices. Limited Knowledge of Research-Based Instructional Strategies for Math and ELA. Designing of more coherent and rigorous instruction involving higher levels of Bloom's Taxonomy
Subgroups or populations addressed	African-American, Hispanic, Special Education, Economically Disadvantaged	All staff, including Paraprofessionals
Related content area missed (i.e., ELA, Mathematics)	English Language Arts and Mathematics	English Language Arts and Mathematics
Name of scientifically research	*The creation of meaningful partnerships	* Researched Based PD on Student Engagement

based intervention to address priority problems	*Solicit " Buy In" from parents *Forums for parents to share opinions and concerns *Surveys *Community meetings * Parent Hour	(facilitated by the district) * Providing Meaningful Feedback to students: District Initiative * Departmentalization in grades 3-5 (teachers may hone in and focus on specific content areas) * The Common Core State Standards * Bloom's Taxonomy (HOTS and HOQS) *Designing Student Growth Objectives: NJDOE Initiative Source: What Works Clearinghouse Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn. In an analysis of U.S. Department of Education data on more than 25,000 secondary school students (NELS: National Education Longitudinal Survey), researchers found that students who report consistent high levels of involvement in instrumental music over the middle and high school years show "significantly higher levels of mathematics proficiency by grade 12." This observation holds regardless of students' socio-economic status, and differences in those who are involved with instrumental music vs. those who are not is more significant over time. — Catterall, James S., Richard Chapleau, and John Iwanaga. "Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts." Los Angeles, CA: The Imagination Project at UCLA Graduate School of

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		Education and Information Studies
How does the intervention align with the Common Core State Standards?		These interventions are all instrumental in the establishment of a learning environment that is accessible and rewarding to teachers, administrators, students, support staff, parents and the community. We fully support the initiatives of the Common Core State Standards because they share our long-standing commitment to providing a progression of learning experiences that result in a mastery of knowledge and skills for the 21st century learner.

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2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Student Performance Results in ELA : Students need academic support to reach proficiency/advanced proficiency levels on the NJ ASK. The standardized test scores reveal major deficiencies in English Language Arts.	Student Performance Results in Math : Students need academic support to reach proficiency/advanced proficiency on the NJASK. The standardized test scores reveal major deficiencies in Math.
Describe the priority problem using at least two data sources	Student data displays minimal growth in instructional reading levels based on four cycles of assessments, analysis of NJ ASK Assessments Results, Benchmark Assessments	There was a significant decline in the 2012-2013 scores. Grade 3, 56.1%, was partially proficient, grade 4, 57.9%, of the students was partially proficient, and grade 5, 51.4% of the students was partially proficient.
Describe the root causes of the problem	Many students are not reading at grade level. Students' critical thinking skills are lacking, and there has been a scarcity of informational text instruction.	The teachers must go into greater depth to help students to build better foundations and understanding which will allow the students to make connections. To meet the common core standards, equal attention must be given to conceptual understanding. Students need to learn how to use strategic thinking in order to answer questions of varying difficulty requiring different cognitive strategies and higher order thinking skills.
Subgroups or populations addressed	African-American, Hispanic, Special Education, Economically Disadvantaged	African-American, Hispanic, Special Education, Economically Disadvantaged
Related content area missed (i.e., ELA, Mathematics)	NJASK, Reading, Informative/Explanatory, Literature	NJASK , numbers and operations/ fractions, number and operations in Base Ten, and Geometry.
Name of scientifically research based intervention to address priority problems	84-120 minutes uninterrupted Balanced Literacy Block Whole Group Instruction	84-120 minutes of uninterrupted Math Block My Math Whole Group Instruction

	Small Group Instruction Peer Tutoring Peer Sharing Cooperative Learning Read Aloud Differentiated Instruction Implementation of Rigor Center Based Learning Put Reading First The Common Core Read 180 Student Engagement Strategies National Student Council National Honor Society Tutorial Programs Least Restrictive Environment Departmentalization (Grades 3-5) Clubs and Activities (extra curricular activities) Parental Involvement Programs/Workshops After School Tutorial Program Open Library After School Basic Skills Program Honor Roll Banquets Award Banquets and Ceremonies Rigorous Reading instruction that is aligned to the CC, for after school program Field Trips	Small Group Instruction Peer Tutoring Peer Sharing Cooperative Learning Implementation of Rigor Center Based Learning Student Engagement Strategies National Student Council National Honor Society Tutorial Programs Least Restrictive Environment Departmentalization (Grades 3-5) Clubs and Activities (extra curricular activities) Parental Involvement Programs/Workshops Instrumental Music Honor Roll Banquets Award Banquet and Ceremony After School Basic Skills Program, After School Focused Math Program Before/After School IXL Learning Math Site License (K-5) Rigorous math instruction that's aligned to the CC, for after school program Field Trips are a valuable part of classroom learning and a way to introduce students to a world of wonders and diverse educational opportunities. Students learn in different ways, by integrating class trips into the lesson, teachers stimulate their student's curiosity and reinforce what is being or will be taught in the classroom.
How does the intervention align with the Common Core State Standards?	These interventions are all instrumental in the establishment of a learning environment that is accessible and rewarding to teachers, administrators, students, support staff, parents and the community.	These interventions are all instrumental in the establishment of a learning environment that is accessible and rewarding to teachers, administrators, students, support staff, parents and the community.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

	We fully support the initiatives of the Common Core State Standards because they share our long-standing commitment to providing a progression of learning experiences that result in a mastery of knowledge and skills for the 21st century learner.	We fully support the initiatives of the Common Core State Standards because they share our long-standing commitment to providing a progression of learning experiences that result in a mastery of knowledge and skills for the 21st century learner

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA	Students with Disabilities	Balanced Literacy Program *Put Reading First *Read 180 *Reading Wonders * Gold Curriculum * Classroom Libraries	*Teachers *Principal *Support Staff *ELA Supervisor *Building Administrator *Support Staff *Superintendent for Curriculum and Instruction *Director of Special Services * Paraprofessionals	Increase student achievement (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) by 15%	Source: What Works Clearinghouse The National Institute for Literacy Facilitated a study regarding Literacy in the United States: It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension. (September 2010)
Math	Students with Disabilities	*MyMath	*Teachers *Principal *Support Staff *Math Supervisor *Superintendent for Curriculum and Instruction *Director of Assessment and	Increase student achievement (Item Analysis, Number & Numerical Operations, Geometry& Measurement, Patterns& Algebra, Discrete Mathematics and Problem Solving) by 15%	Source: What Works Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009 The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
			Math *Director of Special Services * Paraprofessionals		entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems."
ELA	Homeless	Balanced Literacy Program *Put Reading First *Read 180 *Reading Wonders * Gold Curriculum * Classroom Libraries	*Teachers *Principal *Support Staff *ELA Supervisor *Building Administrator *Support Staff *Superintendent for Curriculum and Instruction *Director of Special Services * Paraprofessionals	Increase student achievement (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) by 15%	Source: What Works Clearinghouse The National Institute for Literacy Facilitated a study regarding Literacy in the United States: It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension. (September 2010)
Math	Homeless	MyMath	*Teachers *Principal *Support Staff *Math	Increase student achievement (Item Analysis, Number & Numerical Operations, Geometry& Measurement,	Source: What Works Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
			Supervisor *Superintendent for Curriculum and Instruction *Director of Assessment and Math *Director of Special Services * Paraprofessionals	Patterns& Algebra, Discrete Mathematics and Problem Solving) by 15%	Practice (Media) 2009 The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems."
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Balanced Literacy Program *Put Reading First *Read 180 *Reading Wonders * Gold Curriculum * Classroom Libraries *Elevation	*Teachers *Principal *Support Staff *ELA Supervisor *Building Administrator *Support Staff *Superintendent for Curriculum and Instruction *Director of Special Services	Increase student achievement (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) by 15%	Source: What Works Clearinghouse The National Institute for Literacy Facilitated a study regarding Literacy in the United States: It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction:

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
			* Paraprofessionals		phonemic awareness, phonics, fluency, vocabulary and text comprehension. (September 2010)
Math	ELLs	MyMath	*Teachers *Principal *Support Staff *Math Supervisor *Superintendent for Curriculum and Instruction *Director of Assessment and Math *Director of Special Services * Paraprofessionals	Increase student achievement (Item Analysis, Number & Numerical Operations, Geometry& Measurement, Patterns& Algebra, Discrete Mathematics and Problem Solving) by 15%	Source: What Works Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009 The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems."
ELA	Economically Disadvantaged	Balanced Literacy Program *Put Reading First *Read 180 *Reading Wonders * Gold Curriculum	*Teachers *Principal *Support Staff *ELA Supervisor *Building Administrator	Increase student achievement (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) by 15%	Source: What Works Clearinghouse The National Institute for Literacy Facilitated a study regarding

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		* Classroom Libraries	*Support Staff *Superintendent for Curriculum and Instruction *Director of Special Services * Paraprofessionals		Literacy in the United States: It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension. (September 2010)
Math	Economically Disadvantaged	MyMath	*Teachers *Principal *Support Staff *Math Supervisor *Superintendent for Curriculum and Instruction *Director of Assessment and Math *Director of Special Services * Paraprofessional	Increase student achievement (Item Analysis, Number & Numerical Operations, Geometry& Measurement, Patterns& Algebra, Discrete Mathematics and Problem Solving) by15%	Source: What Works Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009 The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems."

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA	All Students	Balanced Literacy Program *Put Reading First *Read 180 *Reading Wonders * Gold Curriculum * Classroom Libraries	*Teachers *Principal *Support Staff *ELA Supervisor *Building Administrator *Support Staff *Superintendent for Curriculum and Instruction *Director of Special Services * Paraprofessionals	Increase student achievement (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) by 15%	Source: What Works Clearinghouse The National Institute for Literacy Facilitated a study regarding Literacy in the United States: It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension. (September 2010)
Math	All Students	*MyMath	*Teachers *Principal *Support Staff *Math Supervisor *Superintendent for Curriculum and Instruction *Director of Assessment and Math *Director of Special Services	Increase student achievement (Item Analysis, Number & Numerical Operations, Geometry& Measurement, Patterns& Algebra, Discrete Mathematics and Problem Solving) by 15%	Source: What Works Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009 The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies and allowing students

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
			* Paraprofessionals		many opportunities to ask and answer questions and to think about the decisions they make while solving problems."

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA	Students with Disabilities	Afterschool Technology Based Intervention Program Band Homework Club Basic Skills Program	*Teachers *Principal *Support Staff *Math Supervisor *Superintendent for Curriculum and Instruction *Director of Assessment and Math *Director of	**Results on all district and state assessments. Progress reports, report cards with a greater percentage of students on honor roll. Reduced number of school related infractions, resulting in suspension. Greater student confidence in the subject is reflected in student's attitude and work.**	Source: What Works Clearinghouse Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn. What Works Clearing House: Improving Reading

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		Climate and Culture Club	Special Services * Paraprofessionals		Comprehension in Kindergarten thru Third Grade Practice Guide. National Institute for Literacy.
Math	Students with Disabilities	Afterschool Technology Based Intervention Program Band Homework Club Basic Skills Program Climate and Culture Club Summer Extended Year Program	*Teachers *Principal *Support Staff *Math Supervisor *Superintendent for Curriculum and Instruction *Director of Assessment and Math *Director of Special Services * Paraprofessionals	**Results on all district and state assessments. Progress reports, report cards with a greater percentage of students on honor roll. Reduced number of school related infractions, resulting in suspension. Greater student confidence in the subject is reflected in student's attitude and work.**	Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009 The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems
ELA	Homeless	Afterschool Technology Based Intervention Program Band	*Teachers *Principal *Support Staff *Math Supervisor *Superintendent for Curriculum	**Results on all district and state assessments. Progress reports, report cards with a greater percentage of students on honor roll. Reduced number of school related infractions,**	Source: What Works Clearinghouse Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and,

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		Homework Club Basic Skills Program Climate and Culture Club Summer Extended Year Program	and Instruction *Director of Assessment and Math *Director of Special Services * Paraprofessionals	**resulting in suspension. Greater student confidence in the subject is reflected in student's attitude and work.**	as a result, students' abilities to learn. What Works Clearing House: Improving Reading Comprehension in Kindergarten thru Third Grade Practice Guide. National Institute for Literacy.
Math	Homeless	Afterschool Technology Based Intervention Program Band Homework Club Basic Skills Program Climate and Culture Club	*Teachers *Principal *Support Staff *Math Supervisor *Superintendent for Curriculum and Instruction *Director of Assessment and Math *Director of Special Services * Paraprofessionals	**Results on all district and state assessments. Progress reports, report cards with a greater percentage of students on honor roll. Reduced number of school related infractions, resulting in suspension. Greater student confidence in the subject is reflected in student's attitude and work.**	Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009 The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Afterschool Technology Based Intervention Program Band Homework Club Basic Skills Program Climate and Culture Club Afterschool/Summer Language Enrichment	*Teachers *Principal *Support Staff *Math Supervisor *Superintendent for Curriculum and Instruction *Director of Assessment and Math *Director of Special Services * Paraprofessionals	**Results on all district and state assessments. Progress reports, report cards with a greater percentage of students on honor roll. Reduced number of school related infractions, resulting in suspension. Greater student confidence in the subject is reflected in student's attitude and work.**	Source: What Works Clearinghouse Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn. What Works Clearing House: Improving Reading Comprehension in Kindergarten thru Third Grade Practice Guide. National Institute for Literacy.
Math	ELLs	Afterschool Technology Based Intervention Program Band	*Teachers *Principal *Support Staff *Math Supervisor *Superintendent	**Results on all district and state assessments. Progress reports, report cards with a greater percentage of students on honor roll. Reduced number of school**	Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009 The National Mathematics

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		Homework Club Basic Skills Program Climate and Culture Club Afterschool/Summer Language Enrichment	for Curriculum and Instruction *Director of Assessment and Math *Director of Special Services * Paraprofessionals	**related infractions, resulting in suspension. Greater student confidence in the subject is reflected in student's attitude and work.**	Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems
ELA	Economically Disadvantaged	Afterschool Technology Based Intervention Program Band Homework Club Basic Skills Program Climate and Culture Club	*Teachers *Principal *Support Staff *Math Supervisor *Superintendent for Curriculum and Instruction *Director of Assessment and Math *Director of Special Services * Paraprofessionals	**Results on all district and state assessments. Progress reports, report cards with a greater percentage of students on honor roll. Reduced number of school related infractions, resulting in suspension. Greater student confidence in the subject is reflected in student's attitude and work.**	Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009 The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think about the decisions they make

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Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					while solving problems
Math	Economically Disadvantaged	Afterschool Technology Based Intervention Program Band Homework Club Basic Skills Program Climate and Culture Club	*Teachers *Principal *Support Staff *Math Supervisor *Superintendent for Curriculum and Instruction *Director of Assessment and Math *Director of Special Services * Paraprofessionals	**Results on all district and state assessments. Progress reports, report cards with a greater percentage of students on honor roll. Reduced number of school related infractions, resulting in suspension. Greater student confidence in the subject is reflected in student's attitude and work.**	Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009 The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	*In house workshops *School Improvement Network *District Workshops Assistant Superintendent for Curriculum & Instruction * Professional Development *Collaboration with Consultants * Expeditionary Learning: Educational Field Trips	Assistant Superintendent for Curriculum & Instruction	Increase student achievement by at least 5 % on district and state assessments Administrator and teachers' ability to plan effective Student Growth Objectives which would positively influence student academic achievement Teachers to obtain at least 20 PD credit hours for the school year	Source: What Works Clearinghouse Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn. What Works Clearing House: Improving Reading Comprehension in Kindergarten thru Third Grade Practice Guide. National Institute for Literacy.
Math	Students with Disabilities	*In house workshops *School Improvement Network *District Workshops Assistant	Assistant Superintendent for Curriculum & Instruction	Increase student achievement by at least 5 % on district and state assessments Administrator and teachers' ability to plan effective Student Growth Objectives which would positively	Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn. What Works Clearing House:

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
		Superintendent for Curriculum & Instruction * Professional Development *Collaboration with Consultants * Expeditionary Learning: Educational Field Trips		influence student academic achievement Teachers to obtain at least 20 PD credit hours for the school year	Improving Reading Comprehension in Kindergarten thru Third Grade Practice Guide. National Institute for Literacy. Source: What Works Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009 The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems."
ELA	Homeless	*In house workshops *School Improvement Network	Superintendent for Curriculum & Instruction Principal	Increase student achievement by at least 5 % on district and state assessments Administrator and teachers' ability to plan effective	Source: What Works Clearinghouse Professional development and teacher education policies have the potential to greatly affect

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		*District Workshops Assistant * Professional Development *Collaboration with Consultants * Expeditionary Learning: Educational Field Trips	Director Supervisors Teacher	Student Growth Objectives which would positively influence student academic achievement Teachers to obtain at least 20 PD credit hours for the school year	teachers' abilities to teach and, as a result, students' abilities to learn. What Works Clearing House: Improving Reading Comprehension in Kindergarten thru Third Grade Practice Guide. National Institute for Literacy.
Math	Homeless	*In house workshops *School Improvement Network *District Workshops * Professional Development *Collaboration with Consultants * Expeditionary Learning: Educational Field Trips	Assistant Superintendent for Curriculum & Instruction Principal Director Supervisors Teacher	Increase student achievement by at least 5 % on district and state assessments Administrator and teachers' ability to plan effective Student Growth Objectives which would positively influence student academic achievement Teachers to obtain at least 20 PD credit hours for the school year	Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn. What Works Clearing House: Improving Reading Comprehension in Kindergarten thru Third Grade Practice Guide. National Institute for Literacy. Source: What Works Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009

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ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems."
ELA	Migrant				
Math	Migrant				
ELA	ELLs	*In house workshops *School Improvement Network *District Workshops * Professional Development *Collaboration with Consultants * Expeditionary Learning: Educational Field Trips	Assistant Superintendent for Curriculum & Instruction Principal Director Supervisors Teacher	Increase student achievement by at least 5 % on district and state assessments Administrator and teachers' ability to plan effective Student Growth Objectives which would positively influence student academic achievement Teachers to obtain at least 20 PD credit hours for the school	Source: What Works Clearinghouse Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn. What Works Clearing House: Improving Reading

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				year	Comprehension in Kindergarten thru Third Grade Practice Guide. National Institute for Literacy.
Math	ELLs	*In house workshops *School Improvement Network *District Workshops * Professional Development *Collaboration with Consultants * Expeditionary Learning: Educational Field Trips	Assistant Superintendent for Curriculum & Principal Director Supervisors Teacher Instruction	Increase student achievement by at least 5 % on district and state assessments Administrator and teachers' ability to plan effective Student Growth Objectives which would positively influence student academic achievement Teachers to obtain at least 20 PD credit hours for the school year	Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn. What Works Clearing House: Improving Reading Comprehension in Kindergarten thru Third Grade Practice Guide. National Institute for Literacy. Source: What Works Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009 The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems." .
ELA	Economically Disadvantaged	*In house workshops *School Improvement Network *District Workshops * Professional Development *Collaboration with Consultants * Expeditionary Learning: Educational Field Trips	Assistant Superintendent for Curriculum & Principal Director Supervisors Teacher	Increase student achievement by at least 5 % on district and state assessments Administrator and teachers' ability to plan effective Student Growth Objectives which would positively influence student academic achievement Teachers to obtain at least 20 PD credit hours for the school year	Source: What Works Clearinghouse Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn. What Works Clearing House: Improving Reading Comprehension in Kindergarten thru Third Grade Practice Guide. National Institute for Literacy.
Math	Economically Disadvantaged	*In house workshops *School Improvement Network *District Workshops * Professional Development	Assistant Superintendent for Curriculum & Instruc Principal	Increase student achievement by at least 5 % on district and state assessments Administrator and teachers' ability to plan effective	Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		*Collaboration with Consultants * Expeditionary Learning: Educational Field Trips	Director Supervisors Teacher	Student Growth Objectives which would positively influence student academic achievement Teachers to obtain at least 20 PD credit hours for the school year	What Works Clearing House: Improving Reading Comprehension in Kindergarten thru Third Grade Practice Guide. National Institute for Literacy. Source: What Works Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009 The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems."
ELA					
Math					

***Use an asterisk to denote new programs**.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? Building Principal, Teachers, Support Staff, Supervisors, Assistant Superintendent for Curriculum and Instruction, and members of the School Leadership Council.
2. What barriers or challenges does the school anticipate during the implementation process? We foresee that the greatest barrier would be student participation in the after school and Saturday tutorial programs. When the programs are in its early implementation stages the students attend regularly, however as the school year progresses the attendance falls short.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The articulation and disaggregation of all benchmark data will continuously be discussed during faculty and departmental meetings, as well as common planning periods.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? The school will use surveys, perception surveys, and sign in sheets for school events, faculty and staff meetings, and feedback forms from school wide events as well as student data to gauge the perceptions of the staff.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Surveys, collaborating with the community, communicate with families about school programs and student progress, and ways they can support learning.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

6. How will the school structure interventions?
   I&RS Process
   Conferences with parents/guardians
   Conferences with students
   Collaboration of staff to identify and address students' individual needs
   Differentiated Instruction
   Positive Behavior Support in Schools (PBSIS)
   Collaboration with the Guidance Counselor and Health and Social Services Coordinator (HSSC)
   Individual Student Plans and Individual Educational Plans
   Referrals to outside agencies
   Professional Development
   Collaboration with Content Area Supervisors
   Collaboration with Central Office

7. How frequently will students receive instructional interventions? It is suggested that students meet three days per week, before school or afterschool. Daily, as delineated by needs assessment and I&RS, as defined by IEPs, Students received instructional interventions as often as necessary.

8. What resources/ technologies will the school use to support the school wide program? The resources that will be used are workbooks aligned to the common core standards. Smartboard and Responders, School Messenger System, School and District Web Page, Chromebooks, IPAD, Google Docs, Power School, On Course Lesson Planning, My Math E-Assessment, Email, Parent Portal, Computer Programs; (Websites-e.g., Scholastics s , Measure Up, etc.)Read 180,

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? The effectiveness of the interventions will be measured by the following; student academic progress and performance, the number of discipline infractions, and the ability of students to become reflective practitioners, self-assess and participate in goal setting activities**. Surveys, District and state assessments, graduation rate of fifth graders, retention rate for students K-5, SGO's, progress reports, cycle and teacher made test.**

10 How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Small Group Sessions
One on One
Grade Level Meetings
Faculty Meetings
Email
School Leadership Committee
PTA Meetings
Parent Workshops

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	*PTA *Career Day *Celebrity Read *Back To School Night *Parent Teacher Conferences *Community Grade Level Meetings *Community Technology Center *Open Door Policy * BackPack Food Program * Workshops for Parents *Parents Take Your Child To School Day *Community Clean Up Projects *Monthly Parent	*Parent Coordinator *Teachers *Support Staff *Building Administrator	Increased parental and community involvement by 5% or greater	**Research Supporting Strategy** **(from IES Practice Guide or What Works Clearinghouse)** Source: What Works Clearinghouse A synthesis of the research concluded that "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Families, Schools, and Communities: Building Partnerships for Educating Children. By Chandler Barbour, Nita H. Barbour & Patricia A. Scully Research shows family involvement has a positive impact on student achievement. Benefits include, a boost in grads, increased standardized scores, higher enrollment in challenging programs, improved attendance, better behavior in school and at home, and enhanced social skills. Beyond the Classroom Door, Susan Saltrick and Alissa Peltzman, 2005. Parent Participation Sources: Southwest Educational

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Conversation Hour *School Assemblies to honor students *Tools -4-Schools			Development Laboratory 2002. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. (Authors: Anne Henderson and K. L. Mapp
Math	Students with Disabilities	*PTA *Career Day *Celebrity Read *Back To School Night *Parent Teacher Conferences *Community Grade Level Meetings *Community Technology Center *Open Door Policy * BackPack Food Program * Workshops for Parents *Fathers Take Your Child To School Day *Community Clean Up Projects *Monthly Parent	*Parent Coordinator *Teachers *Support Staff *Building Administrator	Increased parental and community involvement by 10% when compared 2013-2014 to 2014-2015 parent participation data.	Clearinghouse A synthesis of the research concluded that "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. **Parent Participation Sources: Southwest Educational Development Laboratory 2002. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. (Authors: Anne Henderson and K. L. Mapp)** **Families, Schools, and Communities: Building Partnerships for Educating Children.** **By Chandler Barbour, Nita H. Barbour & Patricia A. Scully** **Research shows family involvement has a positive impact on student achievement. Benefits include, a boost in grads, increased standardized scores, higher enrollment in challenging programs, improved attendance, better behavior in school and at home, and enhanced social skills.**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Conversation Hour *School Assemblies to honor students *Tools -4-Schools			**Beyond the Classroom Door, Susan Saltrick and Alissa Peltzman, 2005.**
ELA	Homeless	*PTA *Career Day *Celebrity Read *Back To School Night *Parent Teacher Conferences *Community Grade Level Meetings *Community Technology Center *Open Door Policy * BackPack Food Program * Workshops for Parents *Parents Take Your Child To School Day *Community Clean	*Parent Coordinator *Teachers *Support Staff *Building Administrator	Increased parental and community involvement by 5% or greater	**Research Supporting Strategy** **(from IES Practice Guide or What Works Clearinghouse)** Source: What Works Clearinghouse A synthesis of the research concluded that "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Families, Schools, and Communities: Building Partnerships for Educating Children. By Chandler Barbour, Nita H. Barbour & Patricia A. Scully Research shows family involvement has a positive impact on student achievement. Benefits include, a boost in grads, increased standardized scores, higher enrollment in challenging programs, improved attendance, better behavior in school and at home, and enhanced social skills. Beyond the Classroom Door, Susan Saltrick and Alissa Peltzman, 2005.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Up Projects *Monthly Parent Conversation Hour *School Assemblies to honor students*Tools -4-Schools			Parent Participation Sources: Southwest Educational Development Laboratory 2002. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. (Authors: Anne Henderson and K. L. Mapp
Math	Homeless	*PTA *Career Day *Celebrity Read *Back To School Night *Parent Teacher Conferences *Community Grade Level Meetings *Community Technology Center *Open Door Policy * BackPack Food Program * Workshops for Parents *Fathers Take Your Child To School Day	*Parent Coordinator *Teachers *Support Staff *Building Administrator	Increased parental and community involvement by 10% when compared 2013-2014 to 2014-2015 parent participation data.	Clearinghouse A synthesis of the research concluded that "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. **Parent Participation Sources: Southwest Educational Development Laboratory 2002. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. (Authors: Anne Henderson and K. L. Mapp)** **Families, Schools, and Communities: Building Partnerships for Educating Children.** **By Chandler Barbour, Nita H. Barbour & Patricia A. Scully** **Research shows family involvement has a positive impact on student achievement. Benefits include, a**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		*Community Clean Up Projects *Monthly Parent Conversation Hour *School Assemblies to honor student *Tools -4-Schools s			**boost in grads, increased standardized scores, higher enrollment in challenging programs, improved attendance, better behavior in school and at home, and enhanced social skills.** **Beyond the Classroom Door, Susan Saltrick and Alissa Peltzman, 2005.**
ELA	Migrant	*PTA *Career Day *Celebrity Read *Back To School Night *Parent Teacher Conferences *Community Grade Level Meetings *Community Technology Center *Open Door Policy * BackPack Food Program * Workshops for	*Parent Coordinator *Teachers *Support Staff *Building Administrator	Increased parental and community involvement by 5% or greater	**Research Supporting Strategy** **(from IES Practice Guide or What Works Clearinghouse)** Source: What Works Clearinghouse A synthesis of the research concluded that "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Families, Schools, and Communities: Building Partnerships for Educating Children. By Chandler Barbour, Nita H. Barbour & Patricia A. Scully Research shows family involvement has a positive impact on student achievement. Benefits include, a boost in grads, increased standardized scores, higher

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Parents *Parents Take Your Child To School Day *Community Clean Up Projects *Monthly Parent Conversation Hour *School Assemblies to honor students *Tools -4-Schools			enrollment in challenging programs, improved attendance, better behavior in school and at home, and enhanced social skills. Beyond the Classroom Door, Susan Saltrick and Alissa Peltzman, 2005. Parent Participation Sources: Southwest Educational Development Laboratory 2002. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. (Authors: Anne Henderson and K. L. Mapp
Math	Migrant	*PTA *Career Day *Celebrity Read *Back To School Night *Parent Teacher Conferences *Community Grade Level Meetings *Community Technology Center *Open Door Policy * BackPack Food Program	*Parent Coordinator *Teachers *Support Staff *Building Administrator	Increased parental and community involvement by 10% when compared 2013-2014 to 2014-2015 parent participation data.	Clearinghouse A synthesis of the research concluded that "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. **Parent Participation Sources: Southwest Educational Development Laboratory 2002. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. (Authors: Anne Henderson and K. L. Mapp)** **Families, Schools, and Communities: Building**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		* Workshops for Parents *Fathers Take Your Child To School Day *Community Clean Up Projects *Monthly Parent Conversation Hour *School Assemblies to honor students *Tools -4-Schools			**Partnerships for Educating Children.** **By Chandler Barbour, Nita H. Barbour & Patricia A. Scully** **Research shows family involvement has a positive impact on student achievement. Benefits include, a boost in grads, increased standardized scores, higher enrollment in challenging programs, improved attendance, better behavior in school and at home, and enhanced social skills.** **Beyond the Classroom Door, Susan Saltrick and Alissa Peltzman, 2005.**
ELA	ELLs	*Career Day *Celebrity Read *Back To School Night *Parent Teacher Conferences *Community Grade Level Meetings *Community Technology Center	*Parent Coordinator *Teachers *Support Staff *Building Administrator	Increased parental and community involvement by 5% or greater	**Research Supporting Strategy** **(from IES Practice Guide or What Works Clearinghouse)** Source: What Works Clearinghouse A synthesis of the research concluded that "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Families, Schools, and Communities: Building

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		*Open Door Policy * Backpack Food Program * Workshops for Parents *Parents Take Your Child To School Day *Community Clean Up Projects *Monthly Parent Conversation Hour *School Assemblies to honor students *Tools -4-Schools			Partnerships for Educating Children. By Chandler Barbour, Nita H. Barbour & Patricia A. Scully Research shows family involvement has a positive impact on student achievement. Benefits include, a boost in grads, increased standardized scores, higher enrollment in challenging programs, improved attendance, better behavior in school and at home, and enhanced social skills. Beyond the Classroom Door, Susan Saltrick and Alissa Peltzman, 2005. Parent Participation Sources: Southwest Educational Development Laboratory 2002. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. (Authors: Anne Henderson and K. L. Mapp
Math	ELLs	*PTA *Career Day *Celebrity Read *Back To School Night *Parent Teacher Conferences *Community Grade Level Meetings *Community Technology Center	*Parent Coordinator *Teachers *Support Staff *Building Administrator	Increased parental and community involvement by 10% when compared 2013-2014 to 2014-2015 parent participation data.	Clearinghouse A synthesis of the research concluded that "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. **Parent Participation Sources: Southwest Educational Development Laboratory 2002. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student**

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		*Open Door Policy * Backpack Food Program * Workshops for Parents *Fathers Take Your Child To School Day *Community Clean Up Projects *Monthly Parent Conversation Hour *School Assemblies to honor students *Tools -4-Schools			**Achievement. (Authors: Anne Henderson and K. L. Mapp)** **Families, Schools, and Communities: Building Partnerships for Educating Children.** **By Chandler Barbour, Nita H. Barbour & Patricia A. Scully** **Research shows family involvement has a positive impact on student achievement. Benefits include, a boost in grads, increased standardized scores, higher enrollment in challenging programs, improved attendance, better behavior in school and at home, and enhanced social skills.** **Beyond the Classroom Door, Susan Saltrick and Alissa Peltzman, 2005.**
ELA	Economically Disadvantaged	*PTA *Career Day *Celebrity Read *Back To School Night *Parent Teacher Conferences *Community Grade Level Meetings	*Parent Coordinator *Teachers *Support Staff *Building Administrator	Increased parental and community involvement by 5% or greater	**Research Supporting Strategy** **(from IES Practice Guide or What Works Clearinghouse)** Source: What Works Clearinghouse A synthesis of the research concluded that "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

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Math	Economically Disadvantaged	*PTA *Career Day *Celebrity Read *Back To School Night *Parent Teacher Conferences *Community Grade Level	*Parent Coordinator *Teachers *Support Staff *Building Administrator	Increased parental and community involvement by 10% when compared 2013-2014 to 2014-2015 parent participation data.	Clearinghouse A synthesis of the research concluded that "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. **Parent Participation Sources: Southwest Educational Development Laboratory 2002. "A**

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ELA		*PTA *Career Day *Celebrity Read *Back To School Night *Parent Teacher Conferences *Community Grade Level	*Parent Coordinator *Teachers *Support Staff *Building Administrator	Increased parental and community involvement by 5% or greater	**Research Supporting Strategy** **(from IES Practice Guide or What Works Clearinghouse)** Source: What Works Clearinghouse A synthesis of the research concluded that "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better

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Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

- Parent participation at school will lead to more involvement with student academics at home
- Increase collaboration between staff and parents to foster trust and shared goals
- Utilizing the technology component of the curriculum (at home and in school), in an effort to better support students with educational goals
- Increase parental involvement programs to make them more aware of available resources so that they may be able to better support their children academically and socially

2. How will the school engage parents in the development of the written parent involvement policy?

- Parents will be invited to provide input on their expectations, needs and concerns by the way of surveys and participation in focus groups
- Obtain "buy in" from parents and the community by empowering parents, embracing diversity, and sending a clear message that parents (and the community at large) are respected and valued stakeholders in the school community
- Assign parent coordinator and PTA President as point persons

3. How will the school distribute its written parent involvement policy?

- Policies regarding parent involvement should be made available via current posting on the school/district website.
- Email
- Hard copy distributed to parents on Back to School Night/Open House
- Hard copy provided during conferences, Community Meetings, or visits to the school
- Hard copy sent home with students along with an acknowledgement sheet to confirm receipt with a return request Phone blast (School messenger service)

- Information made available at monthly Board of Education Meetings
- Information made available at Superintendent's Forums
- Information made available at Parent Teacher Association Meetings
- Information made available at Community meetings

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

4. How will the school engage parents in the development of the school-parent compact?

- Surveys will be provided to parents
- Parents will be invited to forums where they would receive opportunities to participate in discussions and share ideas on intended outcomes

5. How will the school ensure that parents receive and review the school-parent compact?

- The school-parent compact should be emailed to parents for an electronic signature along with an opportunity to express concerns and provide feedback
- A hard copy can be sent home with an acknowledgement form to be returned to school with parents' signature and feedback
- The school-parent compact can be distributed during PTA Meetings
- The school-parent compact can be distributed during Back To School Night/Open House
- The school-parent compact can be distributed during Parent's Take Your Child to School Day.

6. How will the school report its student achievement data to families and the community?

- Student achievement data will be posted on the Data Dashboard which is displayed on a school bulletin board.
- School report cards
- Report cards will be distributed during parent-teacher conferences
- Parent portal on the Internet
- High achieving students will be honored and recognized during planned events
- High achieving students will be recognized in ceremonies and events facilitated/sponsored by city and district officials
- Dialogue with parents/ guardians
- School and district websites
- Recognition assemblies and programs for the parents of high achieving students
- Phone calls to parents/guardians

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

- PTA Meetings
- Parent –Teacher Conferences
- Written correspondence in the form of letters which will be sent home with students
- Emails
- Postings on the Data Dashboard which is displayed on a school bulletin board.
- School Website

- Board of Education meetings

8. How will the school inform families and the community of the school's disaggregated assessment results?

- PTA Meetings
- Parent –Teacher Conferences
- Written correspondence in the form of letters which will be sent home with students
- Emails
- Postings on the Data Dash Boards located on a bulletin board in the school's hallway
- School Website
- Board of Education meetings

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

- Family and community surveys
- PTA Meetings
- NCLB District Forum

10. How will the school inform families about the academic achievement of their child/children?

- Student achievement data will be posted on the Data Dashboard that is displayed on a school bulletin board.
- School report cards
- Report cards will be distributed during parent-teacher conferences
- Parent portal on the Internet
- High achieving students will be honored and recognized during planned events
- High achieving students will be recognized in ceremonies and banquets facilitated/sponsored by city and district officials
- Dialogue with parents/ guardians
- School and district websites
- Recognition assemblies and programs for the parents of high achieving students
- Phone calls to parents/guardians

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

- Funds will be used to secure incentives,
- materials
- Supplies for parent workshops.
- Questionnaires will be created to collect information on parent interests

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

- Consultants will be invited to work with parent

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	(42) 100%	Veteran teachers will mentor new teachers, provide job embedded and continuous professional development, common planning/grade level articulation meetings to encourage collaboration, mandatory district mentorship participation, tuition reimbursement for advanced studies, support from central office and content area supervisors, continuous principal support.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	(0)	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	(40) 100 %	Paraprofessionals, after being hired, are receiving mentoring support from the Essex County Education Services Commission. The classroom teachers train them. In addition, they are provided professional development that will enhance their skills and knowledge in order that they can be very effective in the classroom.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
To retain teachers we will provide substantial in- class support from the district and school-based training. Classroom management issues will be addressed by mentors/buddy teacher, social worker assisting the teacher to implement school-wide behavior program. In addition, we will continue to provide training in implementing rigorous instruction and differentiated practices. Teachers will attend grade level meetings, which will provide opportunities for collegial discussion and collaboration. Content area supervisors, consultants, and administrators will model lessons with debriefing sessions. We will provide opportunities to observe instruction in their content area, provide formal observations 3 times a year and informal observations. In addition, we will provide biweekly walk-throughs with written feedback to support teacher growth and provide monthly staff meetings to allow time for new teachers to raise concerns and share in professional dialogue. The school climate will be monitored to ensure that it is safe and a conducive learning environment that attracts HQ Teachers. We will work at aligning the hidden curriculum to the school curriculum.	**Central Office Administrators** **Office of Human Resources** **Building Principal** **Interview Panel, which includes teachers and parents.**